CERTIFIED

EVALUATIONS

HANDBOOK

Revised June 2003

Bowling Green Independent Schools

Jon Lawson, Secondary Supervisor

ASSURANCES CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Bouling Green Ind. School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation pl meeting held on	an as recorded in the minutes of the # 11382
Ochra detta	<u>7-28-05</u> Date
Signature of District Superintendent	7-29-05
Signature of Chairperson, Board of Education	Date

ACKNOWLEDGMENT

The Bowling Green Board of Education expresses appreciation to the Evaluation committee for their diligent contribution to the formulation of a document which sets forth a process to improve the quality of instruction and to enhance the personal and professional growth of staff members in the Bowing Green City Schools.

2003 EVALUATION COMMITTEE MEMBERSHIP

TEACHERS

Sandra Alexander Barbara Kitchens Linda Livers Valerie Gann Katrina Lowe Sally Tooley Theresa Cowherd Ellen Howard Kathy Davis

ADMINISTRATORS

Dr. John Settle, Superintendent Jon Lawson, Supervisor, Ch. Meg Crittenden, Supervisor Vickie Cole, Dir. of 11th St. Joe Tinius, Asst. Supt. Susan McCloud, Principal Anna Senter, Principal Ken May, Asst. Principal Virgil Livers, Asst. Principal

ELECTED APPEALS COMMITTEE

ALTERNATES

Bob Stivers Jason Kupchella

SUPERINTENDENT APPOINTED

Jon Lawson Joe Tinius, Alternate

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ASSURANCES CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The local district hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee appointed by the District's Superintendent and composed of an equal number of teachers and administrators.

All certified personnel will be oriented annually to the evaluation process and criteria for evaluation prior to the implementation of the plan. This orientation will take place by the end of the first month of employment. The evaluation of each staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth plan that shall be aligned with the school and /or district professional development goals and comply with all requirements of 704 KAR 3:345.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every two years.

All monitoring and observation will be with the full knowledge of the teacher/administrator and will include both formative and summative procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding their performance.

Each evaluatee shall be given a copy of their summative evaluation and same shall be filed in the personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeal.

This evaluation plan will not discriminate on the basis of race, national origin, religion, age (age 40 & over), gender, marital status, sex or disability.

This evaluation plan will be reviewed annually and any substantive revisions will be submitted to the Department of Education.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on ______.

Signature of District Superintendent	Date
Signature of Chairperson, Board of Education	Date

PHILOSOPHY

Based on the premise that all individuals are capable of improvement, evaluation in the Bowling Green Independent School District is a constructive, cooperative, continuous process designed for the improvement of the total educational program and staff for the benefit of all pupils.

OBJECTIVES

FORMATIVE:

- 1. To improve overall instruction
- 2. To encourage certified employees to improve their performance
- 3. To identify the strengths and weaknesses of the individual
- 4. To assist the individual in developing and implementing a program of growth in identified areas of weaknesses
- 5. To promote continuing professional development

SUMMATIVE:

- 1. To provide a measure of accountability to the public
- 2. To support individual personnel decisions
- 3. To evaluate all certified personnel in the school district in a non discriminatory manner.
- 4. It is the intent of the District that all certified employees meet the District's standards to continue their employment. In the case of non-tenured employees the evaluator should not recommend the employee for tenure unless the employee meets the District's standards in all categories. In the case of tenured certified employees it is expected that the employee shall meet the District's standards in all categories. An Assistive Growth Plan for any standard that is not met shall be written for any employee whose contract is renewed. An employee with a continuing contract who does not meet the District's standards in all categories shall have an Assistive Growth Plan. Each Assistive Growth Plan shall be developed under the direction and guidance of the school principal.

PROCEDURE

- 1. All evaluators will be trained in the proper techniques of evaluation as follows:
 - a. orientation to the local evaluation process and the use of specific evaluation instruments
 - b. identification of effective teaching/management practices
 - c. observation techniques
 - d. conference techniques
 - e. techniques for establishing growth plans
- 2. The supervisor of instruction will be responsible for training the evaluators.

- 3. The employee's immediate supervisor will be the primary evaluator. Assistant principals, department heads and/or curriculum leaders may assist the principal in evaluating certified personnel in the assigned areas.
- 4. All monitoring or observations will be conducted openly and with the full knowledge of the employee. Unannounced visits to the classrooms or other work stations are permitted. All formal observations must cover at least one instructional period.
- 5. After the evaluation of the employee, a growth plan will be established for the employee to receive assistance in becoming more proficient.
- 6. All evaluations must include a conference with the evaluator within 5 working days.
- 7. All final evaluations will be in writing on approved forms and will become a part of the individual's official personnel file.
- 8. A copy of the evaluation will be given to the person evaluated.
- 9. All evaluations shall be signed by the evaluator and evaluatee indicating that the evaluation has been seen and a conference held.
- 10. An evaluatee has the right to make written comments to be attached to the evaluation.
- 11. All certified employees may evaluate their immediate supervisor or superintendent if they desire. Forms will be provided and must be signed by the evaluator and given only to the evaluatee for personal improvement.
- 12. In addition to the formal observation, the evaluation can be based upon many methods, which are recorded and shared with the evaluatee; including informal contacts, general knowledge of the individual, input from the students and parents, and general observation by the evaluator which are recorded and shared with the evaluatee.
- 13. Each certified staff member shall have a growth plan included as part of the formal evaluation.
- 14. A pre-observation form is provided for utilization in the formal evaluation process.
- 15. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined by mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed on the selection of the third party observer within (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

SCHEDULE OF EVALUATION

- During the first month of employment of the current school year, each employee will be provided a copy of the form on which the individual will be evaluated and the process and criteria discussed.
- 2. Non-tenured teachers will be evaluated annually.
- 3. Non-tenured personnel will receive at least two formal observations, annually. The first observation will be before **November 15** and the last observation before **April 1**.
- 4. Tenured personnel, other than administrators, will be evaluated every two years. There will be at least one formal observation before summative evaluation. Approximately one-half of the tenured personnel will be evaluated one year and the other half the following year. All tenured personnel whose last names begin with A-L will be evaluated the during the 2003-04 school year.
- 5. Written evaluation of all non-tenured personnel will be submitted to the Central Office not later than April 15 of each year. Evaluations for all tenured personnel will be submitted to the Central Office not later than May 1 of each year.
- 6. In the event that the first observation of a tenured employee is unsatisfactory, at least one additional observation must be completed.
- 7. All administrators will be evaluated annually.
- 8. The superintendent will be evaluated annually by the school board.
- 9. All certified personnel will complete or review their growth plan annually. The employee's immediate supervisor will be responsible for the evaluation of this growth plan. Growth plans will be completed according to the schedule provided above for evaluations.

Teacher Performance Based Evaluation Standards

I. Instructional Process

The teacher

A.	Demonstrates preparation for classroom instruction
B.	Demonstrates knowledge of curriculum initiatives and subject matter
C.	Designs instruction that addresses multiple abilities of students and multiple levels o
	student performance
D.	Implements effective research-based teaching techniques
E.	Utilizes comprehensive and varied resources for
	teaching/learning activities
F.	Teaches to KERA learning goals and learner academic expectations

II. Classroom Management

The teacher

G.

A. Creates a learning climate that supports student learning and academic expectations

Incorporates performance based assessment into instruction

Promotes high expectations for students

B. Establishes and maintains standards of mutually respectful behavior

III. Interpersonal Relationships

The teacher

- A. Demonstrates positive interpersonal relations with students
- B. Demonstrates positive interpersonal relations with educational staff
- C. Demonstrates positive interpersonal relations with parents and community

IV. Professional Responsibilities

The teacher

- A. Demonstrates a commitment to professional growth
- B. Follows the policies and procedures of the school district
- C. Assumes responsibilities outside the classroom as related to the school
- 2. Demonstrates teaching consistent with the missions to which school /council /district is committed
- 3. Regular and Prompt Attendance

Standards With Descriptors

Instructional Process

The teacher

A. Demonstrates preparation for classroom instruction.

Uses knowledge of students to design educational experiences.

Has materials readily available for teaching and learning.

Prepares units and lessons in a clear, logical and sequential format.

Incorporates into daily planning the content from previous levels to ensure continuity and sequencing.

B. Demonstrates knowledge of curriculum initiatives and subject matter.

Selects and presents subject matter which is accurate and appropriate for the objectives and learner outcomes.

Selects and presents subject matter which is appropriate to the abilities and interests of the students.

Displays content knowledge necessary to address student inquiries.

Uses interdisciplinary units/references.

Uses technology to facilitate student learning.

Writes and implements thematic units.

C. Designs instruction that addresses multiple abilities of students and multiple levels of student performance.

Monitors and addresses, if appropriate, students' physical, emotional and intellectual needs on an on-going informal basis.

Considers grouping of students for each instructional activity in a manner which best assists the learning process.

Uses a variety of questioning levels effectively.

Provides support materials coordinated with the learning goals and developmental levels of students.

Maximizes student involvement through a variety of activities.

Provides activities and/ or solicits help for remediation and enrichment.

Re-teaches if formal or informal assessment results indicate reteaching is appropriate.

D. Implements effective research-based teaching techniques.

Provides for individual and group instruction.

Employs a variety of techniques and activities, e.g. demonstrations, experiments, lecturing, modeling, multisensory approaches, levels questioning, role-playing, and self-teaching.

Monitors student understanding of the lesson.

Modifies lesson plans and teaching techniques as the learning situation requires.

Uses a variety of techniques to assess student understanding. Summarizes effectively.

E. Utilizes comprehensive and varied resources for teaching/learning activities.

Uses instructional materials, e.g., speakers, magazines, newspapers, films, multimedia, etc.

Uses multisensory resources, e.g., tactile, visual, auditory.

Locates, develops, and uses effective supplementary materials.

Maximizes the use of instructional/learning time.

F. Teaches to KERA learning goals and learner academic expectations

Is aware of district objectives for the content area.

Prepares units and presents lessons that reflect academic expectations and application of learning goals.

Communicates learning objectives to students.

Incorporates activities which require application of objectives.

Evaluates formally and informally student progress.

G. Promotes high expectations for students.

Communicates challenging scholastic expectations in a clear, positive, continuous manner.

Models and communicates social and behavioral standards.

Develops lessons that challenge the students' skills.

H. Incorporates performance based assessment into instruction.

Returns test results as quickly as possible.

Plans pre-assessment to determine learner performance levels.

Uses various techniques for on-going evaluation and feedback.

Assesses what has been taught.

Provides students with the opportunity to meet with success.

Provides written and/or oral comments regarding student progress.

Makes necessary reports of pupil performance.

Maintains clear, satisfactory records of student performance.

II. Classroom Management

The teacher

A. Creates a learning climate that supports student learning experiences.

Establishes classroom procedures which are fair and appropriate.

Communicates classroom procedures clearly.

Assesses and is open to adjusting the learning environment.

Applies classroom procedures consistently and appropriately.

Promotes a classroom atmosphere conducive to good health and safety. Maintains the classroom in a functional, attractive, and orderly environment.

B. Establishes and maintains standards of mutually respectful behavior.

Reinforces appropriate behavior.

Uses social approval and content activities to maintain on task behavior and promote self-discipline.

Corrects disruptive behavior constructively and in a timely manner.

Endeavors to find and eliminate causes of undesirable behavior.

Manages discipline problems in accordance with school/district discipline policies, administrative regulation, and statutes.

Uses proactive approach to management of student behavior

III. Interpersonal Relationships

The teacher

A. Demonstrates positive interpersonal relations with students.

Promotes positive self-image in students.

Interacts with student in a respectful and friendly manner.

Is reasonably available to students.

Interacts with students at school functions.

Gives praise and constructive criticism.

Makes an effort to know each student as an individual.

Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.

Uses discretion in handling confidential information and difficult situations.

Acknowledges the rights of others to hold differing views or values.

Uses and appreciates humor in proper perspective.

B. Demonstrates positive interpersonal relations with educational staff.

Works cooperatively with colleagues, e.g., other teachers, support staff, administrators.

Shares ideas, materials, and methods with other teachers.

Interacts with colleagues in a respectful and friendly manner.

Acknowledges the rights of others to hold differing views and values.

Uses discretion in handling confidential information and difficult situations.

C. Demonstrates positive interpersonal relations with parents and community.

Cooperates with parents in the best interest of the students.

Provides channels of communication between teacher and parent.

Supports and participates in parent/teacher activities.

Promotes parent and community involvement with the school.

Initiates communication with parents and community.

Provides a climate which fosters communication between teacher and parents and community.

Uses discretion in handling confidential information and difficult situations.

Acknowledges the rights of others to hold differing views or values.

Uses and appreciates humor in proper perspective.

Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.

IV. Professional Responsibilities

The teacher

A. Demonstrates a commitment to professional growth.

Participates in professional activities, e.g., professional organizations, coursework, workshops, conferences.

Keeps abreast of developments in the teaching field and issues related to education.

Utilizes knowledge and skill obtained from professional growth experiences.

Works cooperatively to develop and implement an individual professional growth plan.

B. Follows the policies and procedures of the school district.

Remains informed regarding policies and procedures applicable to his/her position.

Works cooperatively to implement policies and procedures.

Selects appropriate channels for resolving concerns /problems.

Meets scheduled obligations promptly, e.g., punctuality, returning reports and information promptly, etc.

Provides data in an accurate and timely manner to the school and district as requested for management purposes.

C. Assumes responsibilities outside the classroom as related to school.

Assumes necessary non-instructional responsibilities.

Attends required meetings and participates in required activities.

Exercises responsibility for student management throughout the campus, hallway, cafeteria, playground duties.

Demonstrates a professional image in the classroom and throughout the school.

D. Demonstrates teaching consistent with the missions to which school / council/ district are committed.

Participates on committees to address school/council goals.
Uses methods demonstrated in district KERA professional development.
Demonstrates belief that "All Children Can Learn".

V. Technology Standards

a. The teacher demonstrates a knowledge of:

Technology in business, industry, and society

Operating a multimedia computer and variety of software

Comp./Peripheral parts and is able to make basic connections/installations

Creating multimedia presentations using scanners, dig. cam., & video cam.

Word processing, data bases, spreadsheets, email and internet

Terminology related to computers---written and verbal

Distance Learning Technologies, such as interactive instruction, audio/video

Conferencing to enhance/support instruction

Using technology to support multiple assessments of student learning

Using computers & other technologies for individual, small & large group

learning activities

b. Other Technology Standards:

Requests & uses appropriate assistive & adaptive devices for students with special needs

Designs lessons using tech. to address diverse stud. needs/learning styles Practices equitable & legal use of computers & technology in prof. activities Facilitates the lifelong learning of self & others through the use of technology Explores, uses, and evaluates technology resources (Software, Applications, Related documentation)

Applies research-based instructional practices that use computers and other Technology

Instructs & supervises students to practice ethical & legal use of technology

Directions for use of formative data collection instrument:

The observer takes into the classroom/performance environment the pre-observation worksheet, formative data collection instrument and legal pad. On the formative data collection form record specific observed behaviors of the professional educator.

Use the following legend as a short hand method of recording data.

 \sim

Observed

NA

Not Applicable

?

Clarification of this strategy is needed

Let's discuss this

When using a legal pad and recording data, try the anecdotal record method where the observer writes a series of short descriptive comments to describe the behaviors. What is happening in the learning environment as a result of what the teacher is or is not doing? REMEMBER--DESCRIBE BEHAVIORS! Keep a time log of beginning of class, changes of activities, student/ teacher interaction, questions etc.

Formative-DESCRIBE!

PRE-OBSERVATION INSTRUMENT

Educator	Date Pre-Conference	e	School
Subject Area	Period/Time		Grade/Level
rofessional Growth Plan P Must reflect school goals in			
otal # of Students in class	# of Students with IEP 'S	# Ye	ears of Experience
Pre- Observation World 1. What are the lesson o			
2. How will you evaluate	the students' mastery	of the ol	ojective?
3. What teaching technic	ques will be used?	4.	Is this experience review or new learning?
List any specific teac you would like monito		6.	Are there any special circumstances of which the evaluator should be aware?
7. List any technology a Apply directly/indirect		÷	
Evaluatee's Signature	Date Ev	aluator's	s Signature Date

Elementary/Middle School - Formative Data Collection Form

I. INSTRUCTION	
A. LESSON DESIGN	E. TRANSITIONS
Lesson introduction provides focus	Orderly Disorderly
Teaching objective clearly defined	EfficientWasteful
Teaching objective correlates to	LogicalUnrelated
lesson plan	
Teaching objective at correct level	F. MOTIVATION TECHNIQUE OBSERVED
of difficulty	Feeling of success
Input: Student reports/role play	Intrinsic motivation (self-excitement)
Input: Media Presentation	Extrinsic motivation
Input: Student reading	Knowledge of results
silent/oral	Interest
Using varied techniques to make	(4.)
learning interesting	G. LEVELS OF LEARNING OBSERVED
Modeling-demonstration	Knowledge: Ability to recall, lowest level
Checking for understanding	Comprehension: Lowest
Guided practice	understanding, can restate
Guided practice Independent Practice	in own words.
Group practice	Application: Ability to apply concept
Group practice Authentic Assessment	to new situation
Use of Rubric	Analysis: Ability to select
000 01 1 (40).10	and organize ideas and
B. SETTING FOR LESSON PRESENTATION	experiences
Multi-age group	Synthesis: Bringing
Cooperative learning group	together separate parts to
Student interaction groups	form a new whole
Large group	Evaluation: Ability to
Small group	make judgments based
Collaborative learning groups	on criteria
	Affective Domain:
C. TEACHER PRESENCE	Excitement about work
Moving about the room	Commitment to success
At board	
At teacher desk	H. ASSESSMENT
At study center	Uses performance based
	assessment
D. QUESTIONING TECHNIQUES OBSERVED	
Prompts	Assessment encourages
Rephrases	student success
Dignifies wrong answer	Uses good test design
Holds students accountable	Assessment demonstrates
Gives student time to think	applied knowledge
Ask questions to entire group	Contributes to portfolio
Allows for complexity (high to low)	collection
	Progress Reports reflect
	mastery of class objective
	· ·

II. CLASSROOM MANAGEMENT B. STUDENT MANAGEMENT A. CLASSROOM ENVIRONMENT Uses specific conduct-related praise Has study centers Manages overlapping events _ Small group settings Stops misconduct positively Organized learning environment Stops misconduct negatively Suitable for class being taught Does not stop misconduct Appropriate classroom procedures Adheres to school/district for class being taught discipline policies III. INTERPERSONAL RELATIONSHIPS Keeps students and parents informed of student progress Uses collaborative teaching techniques Understands his/her program in relation to entire school Works cooperatively with colleagues, parents and community IV. PROFESSIONAL RESPONSIBILITIES **B. PROFESSIONAL EXPECTATIONS** A. METHODS AND OBJECTIVES OBSERVERD __ Is punctual about assignments Uses methods demonstrated in and attendance district professional development Performs nonteaching assignments Uses primary school techniques Writes and implements thematic units and materials Demonstrates a professional Focuses learning on academic image in the classroom expectations and throughout the school Uses interdisciplinary units/references Participates in activities for Evidence of attention to Standards Goal professional growth Promotes high expectations for Compliance with the Prof. Code of Ethics all students for Ky. School Certified Personnel Comments: V. TECHNOLOGY STANDARDS Operates a multi-media computer and peripherals Uses technology to facilitate student learning Uses computer to do word processing, create databases/spreadsheets, access email and internet Designs lessons that use technology to address diverse student needs and learning styles Practices equitable and legal use of computers and technology in professional activities Facilitates lifelong learning of self and others through use of technology Applies research-based instructional practices that use computers and other technology Provided documentation of technology standards (Examples of documentation could be: Lesson plans, samples of student work, teacher products, multi-media presentations, lesson observed, completions of professional development training in the area of technology). Comments:

Secondary - Formative Data Collection Form

I. INSTRUCTION

A. LESSON DESIGN Lesson introduction provides focus Teaching objective correlates to	E. TRANSITIONS Orderly Logical
lesson plan Using varied techniques to make	F. MOTIVATION TECHNIQUE OBSERVED Level of concern
learning interesting Addresses multiple learning styles	Feeling of success Interest
B. SETTING FOR LESSON PRESENTATION Multi-age group Large group	Knowledge Comprehension
Small group	Application Analysis Evaluation
C. TEACHER PRESENCE Moving about the room	Synthesis H. ASSESSMENT
At board At teacher desk At study center	Uses performance based assessment Assessment encourages student success
D. QUESTIONING TECHNIQUES OBSERVED Allows for complexity (high to low) Gives student time to think Asks questions to entire group	Assessment demonstrates applied knowledge Contributes to portfolio collection
II. CLASSROOM MANAGEMEN	<u>T</u>
A. CLASSROOM ENVIRONMENT Organized learning environment	B. STUDENT MANAGEMENT
Suitable for class being taught	Uses specific conduct-related praise Manages overlapping events Adheres to school/district discipline policies
III. INTERPERSONAL RELATIO	NSHIPS
Keeps students and parents informed of student progressUnderstands his/her program in relation entire school	to Uses collaborative teaching techniques Works cooperatively with colleagues, parents, and community
Comments:	

IV. PROFESSIONAL RESPONSIBILITIES

Uses methods demonstrated in	Is punctual about
district professional development	assignments and attendance
Focuses learning on academic	Performs nonteaching assignments Demonstrates a professional image
expectations Promotes high expectations for all	in the classroom and throughout
students	the school
Writes and implements thematic unit(s) Compliance with Prof. Code of Ethics	Participates in activities for professional growth
for Ky, School Certified Personnel	piotosololidi growth
. TECHNOLOGY STANDARDS	accele.
Operates a multi-media computer and periph Uses technology to facilitate student learning Uses computer to do word processing, create Designs lessons that use technology to address equitable and legal use of computer Facilitates lifelong learning of self and others Applies research-based instructional practice Provided documentation of technology standars, samples of student work, teacher	e databases/spreadsheets, access email and internet ess diverse student needs and learning styles ers and technology in professional activities is through use of technology es that use computers and other technology lards (Examples of documentation could be: Lesson products, multi-media presentations, lesson observed
Operates a multi-media computer and periph Uses technology to facilitate student learning Uses computer to do word processing, created Designs lessons that use technology to address equitable and legal use of computer Facilitates lifelong learning of self and others Applies research-based instructional practices plans, samples of student work, teacher completions of professional developments.	e databases/spreadsheets, access email and internet ess diverse student needs and learning styles ers and technology in professional activities is through use of technology es that use computers and other technology lards (Examples of documentation could be: Lesson products, multi-media presentations, lesson observed
Uses technology to facilitate student learning Uses computer to do word processing, create Designs lessons that use technology to address Practices equitable and legal use of compute Facilitates lifelong learning of self and others Applies research-based instructional practice Provided documentation of technology stand	e databases/spreadsheets, access email and internet ess diverse student needs and learning styles ers and technology in professional activities is through use of technology es that use computers and other technology lards (Examples of documentation could be: Lesson products, multi-media presentations, lesson observed training in the area of technology).

<u>Teacher</u> <u>Formative Evaluation</u>

ıer	Conference Date	Initials
ct/Grade Level:		
	FORMATIVE COM	MENTS
INSTRUCTIO	NAL PROCESS	
CLASSBOOK	MANAGEMENT	
CLASSROUM	I WANAGEWILH I	
INTERPERSO	ONAL RELATIONSHIPS	
· · · · · · · · · · · · · · · · · · ·		
PROFESSIO	NAL RESPONSIBILITIES	
TECHNOLO	SY STANDARDS	
	<u>. </u>	
I have read and	discussed this data collection for	m and received a copy.
uatee Signature		_Date
unter Signature		Date

<u>Teacher</u> <u>Summative Evaluation</u>

Nam	e	School _		_ Date_	
Date	s of Observations				
Date	s of Conferences				
			Meets Standards	Does Not Standa	
I.	Instructional Process				_
II.	Classroom Manageme	ent			
111.	Interpersonal Relation	nships			
IV.	Professional Respons	sibilities			
V.	Technology Standard	s			_
EVA	LUATOR'S COMMENTS	5			
EVA	LUATEE'S COMMENTS	3			
	Evaluatee	Date	Evalu	ator	Date
	OVE	RALL PERFO	RMANCE EVAL	UATION	
((Cerl this) Meets Standards for Ro) Does Not Meet Standa) Does Not Meet Standa tified Employees have the summative evaluation we OTE: To be eligible for a	rds for Re-emp rds for Re-emp le right to appe lithin ten workin a continuing co	ployment - Assist al the substance ng days.	and/or proce an employe	edures of

LIBRARIANS AND MEDIA SPECIALISTS



Performance Based Standards

I. MANAGEMENT AND ADMINISTRATION OF THE LIBRARY/MEDIA CENTER.

- A. Recognizes the critical role of information retrieval in the future of education.
- B. Establishes and maintains an environment in which students and staff can work at productive levels.
- C. Manages student behavior in a constructive manner.
- D. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials and equipment.
- E. Prepares statistical records and reports needed to administer the library/media center.
- F. Trains and supervises library/media center personnel to perform duties efficiently.
- G. Administers budgets according to needs and objectives of the library/media center within administrative guidelines.
- H. Evaluates library/media center programs, services, facilities, and materials to assure optimum use.
- I. Uses time effectively, efficiently and professionally.



II. INSTRUCTIONAL PROCESS

- A. Exercises leadership and serves as a catalyst in the instructional program.
- B. Plans and implements the development of library/media center skills.
- C. Promotes the development of reading skills and reading appreciation.
- D. Supports classroom teacher in their instructional units.
- E. Provides resources for professional growth of faculty and staff.

III. INTERPERSONAL RELATIONSHIPS

- A. Demonstrates positive interpersonal relations with students.
- B. Demonstrates positive interpersonal relations with educational staff.
- C. Demonstrates positive interpersonal relations with parents and community.

IV. PROFESSIONAL RESPONSIBILITIES

- A. Participates in professional growth activities
- B. Follows the policies and procedures of the school district.
- C. Demonstrates a sense of professional responsibility.



Librarians and Media Specialists

Performance Areas, Standards and Descriptors



I. Management and Administration of the Library/Media Center

The Librarian/Media Specialist

- A. Recognizes the critical role of information retrieval in the future of education.
 - Makes long-range plans which guide the development of the library/media center.
 - 2. Encourages the use of new technologies.
- B. Establishes and maintains an environment in which students and staff can work at productive levels.
 - 1. Develops and implements policies and procedures for the operation of the library/media center.
 - 2. Uses initiative to promote the flexible use of the library/media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing, or listening.
 - Maintains the library/media center in a functional, attractive and orderly environment conducive to student learning.
 - 4. Arranges and uses space and facilities in the library/media center to support the objectives of the instructional program, providing areas for various types of activities.
 - 5. Communicates health and safety needs of the library/media center to the proper authorities.
 - 6. Assumes responsibility for proper use and care of library/media center facilities, materials and equipment.
- C. Manages student behavior in a constructive manner.
 - 1. Promotes appropriate learner behavior.
 - 2. Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control.
 - 3. Exercises consistency in discipline policies.
 - 4 Corrects disruptive behavior constructively.
- D. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials and equipment.
 - 1. Uses a district-approved selection policy based on state guidelines.
 - 2. Selects materials and equipment which support the curriculum and promote the school's educational philosophy.
 - Uses approved business procedures for ordering and receiving materials and equipment.
 - 4. Classifies, catalogues, processes and organizes for circulation the educational media and equipment according to professional standards established by AASL, state and local sources.



- Uses clearly stated circulation procedures.
- 6. Informs staff and students of new materials and equipment.
- 7. Establishes and/or follows procedures for maintenance and repair of media equipment.
- 8. Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection.
- 9. Assists in production of materials as feasible.

E. Prepares statistical records and reports needed to administer the library/media center.

- 1. Maintains a current inventory of holdings to assure accurate records.
- Prepares and submits to administrators such reports as are needed to promote short- and long-term goals of the library/media center.
- 3. Prepares and submits reports to other officials as requested.

F. Trains and supervises library/media center personnel to perform duties efficiently.

- 1. Trains and supervises clerks, aides, student assistants and/or adult volunteers in clerical tasks.
- Trains and supervises library/media center personnel to circulate materials and equipment.
- Trains and supervises library/media center personnel to assist students and staff in the use of the library/media center.

G. Administers budgets according to needs and objectives of the library/ media center within administrative guidelines.

- Submits budget proposals based on needs and objectives of the library/media center.
- 2. Plans expenditures of allocated funds to meet short- and long-term goals.
- 3. Keeps accurate records of all disbursements for the library/media center.

H. Evaluates library/media center programs, services, facilities, and materials to assure optimum use.

- Evaluates programs, services, facilities, and materials informally and formally on a continuous basis, identifying strengths and weaknesses.
- 2. Provides for periodic for evaluation by faculty and students.
- 3. Develops plans for making changes based on evaluations.

Uses time effectively, efficiently, and professionally.

- 1. Prioritizes demands on time to provide maximum support of library/media center programs and services.
- Streamlines or eliminates time-consuming or nonessential routines when possible, without lowering the quality of programs and services.

II. Instructional Process

The Librarian/Media Specialist

A. Exercises leadership and serves as a catalyst in the instructional program.

- 1. Serves as instructional resource consultant and media specialist to teachers and students.
- 2. Uses an appropriate variety of media and teaching techniques in instructional situations.
- 3. Provides leadership in using newer technologies for instruction.
- 4. Provides in service training and library/media center orientation as needed.
- 5. Plans and/or participates in special projects or proposals.
- 6. Serves on committees with designing learning experiences for students, curriculum revision or textbook adoption.
- 7. Administers resource sharing, inter-library loan and/or networking activities.

B. Plans and implements the library/media center program of library/media skills.

- Considers long-range objectives when planning instruction appropriate to subject and grade levels.
- 2. Develops sequential, short-range objectives which facilitate progress toward defined long-range objectives.
- 3. Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations.
- 4. Plans with teachers to identify and implement the library/media center skills curriculum within the classroom curriculum.
- 5. Continually instructs students and staff, individually or in groups, in the use of the library/media center media and equipment.
- 6. Encourages independent use of the facility, collection and equipment by students and staff.
- 7. Guides students and staff in selecting appropriate media from a wide range of learning alternatives.
- 8. Guides and supervises students and staff in research activities and in the use of reference materials.
- 9. Communicates effectively with students and staff.

C. Promotes the development of reading skills and reading appreciation.

- 1. Conveys enthusiasm for books and reading.
- 2. Develops activities and/or provides individual guidance to motivate reading.
- D. Supports classroom teachers in their instructional units.

- D. Supports classroom teachers in their instructional units.
 - 1. Provides a wide variety of resources and supplementary materials.
 - 2. Assists in choosing and collecting appropriate materials.
 - 3. Cooperatively plans and teaches content appropriate to library/media center objectives.
 - 4. Cooperates with teachers in designing and implementing a functional study skills program.
- E. Provides resources for professional growth of faculty and staff.
 - Identifies and encourages use of materials from the library/ media center and professional library.
 - 2. Informs staff of new materials, equipment and research in which they have special interest.
 - 3. Suggests resources outside of the library/media center collections

III. Interpersonal Relationships

The Librarian/Media Specialist

- A. Demonstrates positive interpersonal relations with students.
 - Interacts with individual students in a mutually respectful and friendly manner.
 - 2. Strives to be an available personal resource for all students.
 - 3. Protects each user's right to privacy and confidentiality in library/media center use.
 - 4. Demonstrates understanding and acceptance of different views and values.
 - 5. Gives constructive criticism and praise when appropriate.
- B. Demonstrates positive interpersonal relation with educational staff.
 - 1. Initiates interaction with colleagues in planning instructional activities for students.
 - 2. Shares ideas and methods with other teachers and staff.
 - 3. Makes appropriate use of support staff members.
 - 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
 - 5. Informs administrators and/or appropriate personnel of school-related matters.

- C. Demonstrates positive interpersonal relations with parents and community.
 - 1. Provides a climate which encourages communication between the library/media center and parents or community.
 - 2. Cooperates with parents in the best interests of students.
 - 3. Supports and participates in parent-teacher activities.
 - 4. Promotes community involvement with the library/media center.
 - 5. Handles complaints and/or challenged materials in a firm but friendly manner.
 - 6. Identifies community resource persons who may serve to bring the community into the educational process.

IV. <u>Professional Responsibilities</u>

The Librarian/Media Specialist

- A. Participates in professional growth activities.
 - 1. Keeps abreast of development in library science and issues related to teaching.
 - 2. Demonstrates commitment by participating in professional activities (e.g., professional organizations, coursework, workshops, conferences).
 - 3. Takes advantage of opportunities to learn from colleagues, students, parents, and the community.
- B. Follows the policies and procedures of the school district.
 - 1. Strives to stay informed about policies and regulations applicable to his/her position.
 - 2. Selects appropriate channels for resolving concerns/problems.
- C. Demonstrates a sense of professional responsibility.
 - 1. Completes duties promptly, dependably and accurately in accordance with established job description.
 - 2. Demonstrates a responsible attitude for student management throughout the entire building.
 - 3. Regular and prompt attendance

LIBRARY/MEDIA SPECIALIST FORMATIVE EVALUATION

Media S	Specialist:	Conference Date	miniais
Subject	/Grade Level:		
		FORMATIVE COMME	NTS
١.		NAL PROCESS	
11.	MEDIA CENT	TER MANAGEMENT	
ill.	INTERPERSO	ONAL RELATIONSHIPS	
IV.	PROFESSIO	NAL RESPONSIBILITIES	
Evalı	I have read and	discussed this data collection for	m and received a copy.
	uator Signature		_Date

Library/Media Specialist Summative Evaluation

Name		School	Date
Dates	of Observations		
Dates	of Conferences		
		Meets Standards	Does Not Meet
l.	Management & Administration of Library and Media Center		
II.	Instructional Process		
111.	Interpersonal Relationships		
IV.	Professional Responsibilities		
EVAL	UATOR'S COMMENTS		
EVAL	UATEE'S COMMENTS		
Evalu	atee Date	Evaluato	r Date
() () Certif this s	Meets Standards for Re- Does Not Meet Standards Does Not Meet Standards fied Employees have the s ummative evaluation with	s for Re-employment s for Re-employment - As ight to appeal the substa in ten working days. itinuing contract (i.e. tent	SSISTIVE Growth Plan Developed ance and/or procedures of ure) an employee must meet the

School	Year
--------	------

 Enrichment
Assistance

INDIVIDUAL PROFESSIONAL GROWTH PLAN

Evaluatee –		Date	Work Site	
1.	PERFORMANCE AREA			
2.	PRESENT STAGE OF DEVELOPMENT:	Awareness	Preparation	
3.	GROWTH OBJECTIVE(S) Describe the	Implementation Refinement e desired outcome		
4.	CRITERION (Growth Measurement)			
5.	PROCEDURES and ACTIVITIES FOR A	CHIEVING OBJE	CTIVE(S)	
6.	APPRAISAL METHOD AND TARGET DA	ATES:		
7.	EVALUATEE'S COMMENTS	8. E\	/ALUATOR'S COMMENTS	
	s plan is aligned with the school improvement/ ool/district.	transformation an	d professional development pla	
Ind	ividual Growth Plan Developed	Achieved	/ Revised/ Continued	
	Evaluator/ Date		Evaluator/ Date	
	Evaluatee/ Date	<u> </u>	Evaluatee/ Date	

Guidance Counselor

Performance Based Evaluation Standards

I. GUIDANCE AND COUNSELING PROGRAM

- A. Creates a climate conducive to counseling.
- B. Employs a variety of effective guidance and counseling procedures.
- C. Provides for individual differences effectively.
- D. Displays knowledge of guidance and counseling.
- E. Uses guidance and counseling time effectively.
- F. Implements guidance programs effectively.
- G. Demonstrates the ability to communicate effectively with students.

II. GUIDANCE PROGRAM MANAGEMENT

- A. Organizes a systematic, developmental guidance program.
- B. Develops a structure for implementing the guidance program.

III. INTERPERSONAL RELATIONSHIPS

- Demonstrates positive interpersonal relations with students.
- B. Demonstrates positive interpersonal relations with educational staff.
- C. Demonstrates positive interpersonal relations with parents and community.

IV. PROFESSIONAL RELATIONSHIPS

- A. Participates in professional growth activities.
- B. Follows the policies and procedures of the school district and school council.
- C. Assumes responsibilities outside the counseling center as they relate to the school.
- D. Demonstrates a sense of professional responsibility.

Guidance Counselor



Performance Areas, Criteria and Descriptors

The Guidance and Counseling Process

The Counselor:

A. Creates a climate conducive to counseling.

- 1. Displays nonjudgmental and accepting attitude.
- 2. Shows respect for others through active listening.
- 3. Maintains the confidentiality of student interviews.
- 4. Provides opportunities for students to explore problems and weigh alternatives in decision making.
- 5. Encourages students to set goals and assume responsibility for meeting them

B. Employs a variety of effective guidance and counseling procedures.

- 1. Counsels with students individually.
- 2. Counsels with students in small groups.
- 3. Conducts class/large group session on appropriate topics.
- 4. Consults with parents and staff.
- 5. Provides inservice workshops for interested staff and parents.

C. Provides for individual differences effectively.

- 1. Responds positively to students' requests for help.
- 2. Provides developmental activities emphasizing positive mental health.
- 3. Communicates with students in a manner appropriate to age and level of understanding
- 4. Uses and interprets cumulative data to assist students.
- 5. Assists in appropriate educational planning and placement with individual students.
- 6. Systematically contacts students who need assistance.

D. Displays competent knowledge of guidance and counseling.

- 1. Demonstrates knowledge of child/adolescent growth and development.
- 2. Selects and administers appropriate test instruments and uses results appropriately
- 3. Displays knowledge of environmental factors and situations which affect students' behavior and development.
- 4. Selects and uses guidance materials appropriate for the abilities and interests of students.
- 5. Communicates knowledge of methods and techniques used to change student behavior.

E. Uses guidance and counseling time effectively.

- 1. Allots a realistic amount of time for specified guidance activities.
- 2. Is available to students at appointed times.
- 3. Begins activities on time.
- 4. Uses time effectively for each designated activity.

F. Implements guidance programs effectively.

- 1. Implements activities related to career exploration and planning.
- 2. Provides activities to assist with educational planning.
- 3. Provides opportunities to enhance knowledge of self and others.
- 4. Implements additional activities which meet the program objectives.
- 5. Provides and implements testing program when appropriate.

G. Demonstrates the ability to communicate effectively with students.

- 1. Uses correct oral and written communication.
- 2. Uses appropriate vocabulary.
- 3. Presents ideas logically.



- 4. Gives directions that are clear, concise and reasonable.
- 5. Uses a variety of verbal and nonverbal techniques.
- 6. Elicits and responds to questions.
- 7. Summarizes effectively.

Guidance Program Management

The Counselor:

- A. Organizes a systematic, developmental guidance program.
 - 1. Uses formal and informal methods to assess student needs.
 - 2. Sets priorities for the guidance and counseling program based on student needs.
 - 3. Develops goals and objectives for a comprehensive guidance program.
 - 4. Determines desired student outcomes based on program goals and objectives.
 - 5. Develops a sequence of guidance program activities to meet stated goals and objectives
 - 6. Communicates information concerning the objectives of the guidance program to students, staff, and others.
 - Designs and implements a system for the evaluation of the guidance program.

Develops a structure for implementing the guidance program.

- 1. Maintains an annual schedule of guidance events as well as a daily activity schedule
- 2. Establishes a referral process for counseling services and disseminates the procedure to staff and students.
- 3. Coordinates and maintains a file of pupil guidance information including cumulative data, referrals, plans, and goals.
- 4. Provides resources and guidance materials to meet program goals.
- 5. Keeps an up-to-date listing of referral sources available outside of the school system.
- 6. Maintains an attractive and accessible office environment.
- 7. Provides informative materials or activities designed to enhance the image of the guidance program.

III. Interpersonal Relationships

The Counselor:

- Demonstrates positive interpersonal relations with students.
 - 1. Promotes positive self-image in students.
 - 2. Promotes students' self-control.
 - 3. Makes an effort to know each student as an individual.
 - 4. Interacts with students in mutually respectful and friendly manner.
 - 5. Gives constructive criticism and praise when appropriate.
 - 6. Is reasonably available to all students.
 - 7. Acknowledges the rights of others to hold differing views or values.
 - 8. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.
 - Uses discretion in handling confidential information and difficult situations.

Demonstrates positive interpersonal relations with educational staff.

- 1. Works cooperatively with colleagues in planning counseling activities.
- 2. Shares ideas, materials and methods with other staff members.
- 3. Makes appropriate use of support staff.
- 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
- Informs administrators and/or appropriate personnel of school-related matters.
- Demonstrates positive interpersonal relations with parents.
 - 1. Cooperates with parents in the best interest of the students.
 - 2. Provides a climate which opens up communication between counselor and parent.

C. Demonstrates positive interpersonal relations with parents.

- 1. Cooperates with parents in the best interest of the students.
- 2. Provides a climate which opens up communication between counselor and parent.
- 3. Supports and participates in parent-teacher activities.
- 4. Promotes involvement with school.
- 5. Initiates communication with parents when appropriate.

IV. Professional Responsibilities

The Counselor:

A. Participates in professional growth activities.

- Demonstrates commitment by a participation in professional activities
 (e.g., professional organizations, coursework, workshops, conferences).
- 2. Takes advantage of opportunities to learn from colleagues, students, parents, and community.
- 3. Keeps abreast of developments in the counseling profession.

B. Follows the policies and procedures of the school district.

- 1. Strives to stay informed about policies and regulations applicable to his/her position.
- 2. Selects appropriate channels for resolving concerns/problems.

C. Assumes responsibilities outside the counseling center as they relate to the school.

- 1. Assumes necessary noncounseling responsibilities.
- 2. Exercises responsibility for student management throughout the entire building.

D. Demonstrates a sense of professional responsibility.

- 1. Completes duties promptly and accurately.
- 2. Regular and prompt attendance
- 3. Provides accurate data to the school and district as requested for management purposes.
- 4. Carries out duties in accordance with established job description.
- 5. Demonstrates a professional image throughout the district.

ADMINISTRATIVE FORMATIVE INSTRUMENT

(Guidance Counselors)

Nan	ne	Position	
ł.	Educational Leadership		
H.	Program/Building Manageme	nt	
III.	Interpersonal Relationships		
IV.	Professional Responsibilities		
Indi	vidual Growth Plan Goal (s)		
Eval	luatee's Signature	Date	<u> </u>
Eval	uator's Signature	Date	

Administrator (Guidance Counselor) Summative Evaluation

Nam e		Work Sit	e	Date	
Dates	of Observations				
Dates	of Conferences				
			Does Not Meet District Standards	Meets District Standards	
l.	Instructional Process				
II.	Management				
111.	Interpersonal Relations	hips			
IV.	Professional Responsib	oilitie s			
EVAL	UATOR'S COMMENTS				
EVAL	LUATEE'S COMMENTS				
	Evaluate e	Date	Evalu		•
() () Certi this s	Meets Standards for ReDoes Not Meet Standard Does Not Meet Standard fied Employees have the summative evaluation with Te: To be eligible for a conject's standards in all cate.	employments for Re-employments for Re-employments for Re-employments for the second second for the second for t	nployment nployment - Assisti leal the substance ling days.	ve Growth Plan Deve and/or procedures of	f

THE APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship) One member of the panel is appointed by the Board of Education. (Reference: KRS 156.101 & 704 KAR3: 345.)

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The Board shall also appoint an alternate member. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The panel shall elect its chairperson for each appeal.

Beginning with the 2003-2004 school year, the length of term for an appeals panel member shall be one year. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following

Criteria:

Open Nomination

Secret Ballot

One person /one vote

All certified employees given the opportunity to vote

Panel Members may seek training through the District Contact Person.

APPEALS PANEL HEARING PROCEDURES

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within ten working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan.

Upon receiving the request the panel will schedule a Preliminary Hearing to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the Preliminary hearing and explain procedures for the process.

The evaluatee and evaluator may be represented by legal counsel or their chosen representative during both the Preliminary hearing and the Appeals Panel hearing. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing process is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony.

After the evaluatee and evaluator leave the Preliminary hearing, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within three (3) working days of the Preliminary hearing an Appeals Panel Hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendation must include one of the following:

- a. a new evaluation by a second certified evaluator in which case the schedule of eval. need not be met
- b. uphold the original evaluation
- c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision. Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel.

STEPS FOR APPEALS PANEL PROCEDURE

- 1. A preliminary hearing must be convened upon receipt of appeals request.
- 2. A chairperson for the appeals panel shall be selected.
- 3. Four (4) copies of all documentation shall be provided.
- 4. District shall provide legal counsel to the panel if requested and the appellant may have legal counsel.
- 5. Within three (3) working days of the preliminary hearing the appeals panel will convene in a formal hearing to allow evaluator and evaluatee to present statements, documentation and witnesses.
- 6. The chairperson of the panel shall present the decision of the panel to the Superintendent within three (3) working days of the panels decision.
- 7. A decision regarding the findings of the appeals panel shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

Source: Bowling Green Board of Education Certified Employee Evaluation Handbook, pages 34 & 35.

APPEALS PANEL HEARING REQUEST FORM

	, have
1 1 at has	during
he current evaluative cycle. My disagreement with the findings summative have been thoroughly discussed with my evaluator.	of the
I respectfully request the Bowling Green Independent School Evaluation Appeals panel to hear my appeal.	District
This appeal challenges the summative findings on:	
substance procedure both substance & procedure	
Signature Date	
Date of Summative conference	
Date evaluator notified of intent to appeal	
This form shall be presented in person or by mail to superintend	ent wit

Instructions

This instrument is to be filled out after the final formal observation.

- On each evaluative criteria, indicate the individual's level of performance by checking the
 appropriate box or writing E/A.
- 2. Where appropriate, check the items on the improvement plan which will assist the individual in attaining a higher level of performance. Other suggestions for growth may be added.

	CENTRAL OFFICE	EVALUATION Name	s	chool Year		
	I. Superv	I. Supervision Position		Tenured Yes No		
Evaluation Criteria	(-)	Standard	(+)	Improvement Plan		
Personnel:						
				lo		
1. Effectively recruits and recommends staff	Prequently follows board policy in recommending personnel.	Follows board guide- lines for recommending personnel.	In addition to standard, searches for outstanding personnel.	-Screen all applications -Interview best applicants -Recommend best applicants -Complete all forms as required for recruitment and selection of personnel		
2. Effectively monitors certified personnel progress and gives adequate feedback	Dose not completely follow board evaluation policy manual. Infrequently supervises cartified personnel.	Follows board evaluation policy manual; supervises cartified personnel.	Does more in evaluation than mandated by board policy, Continually supervises cartified parsonnel.	-Supervise certified personnel -Make proper observations -Complete all evaluation documents -Bold follow-up conferences -Submit evaluations		
·				to central office on		
3. Effectively monitors classified personnel programs and gives adequate feedback	Dose not completely follow board evalu- etion policy manual; infrequently super- vises classified.	Pollows board evalu- ation policy manual; supervises classified personnel.	Does more in evalu- ation than mandated by board policy; continually super- vises parsonnel.	-Complete evaluation documents -Submit evaluation on time -Supervise classi-fied personnel		

CENTRAL OFFICE EVALUATION II. Leadership

				
Evaluation Criteria	(-)	Standard	(t)	Improvement Plan
Demonstrates knowledge of administrative tech- niques through executive utilization of leadership skills	Decision making Bas difficulty in making decisions.	Weighs all factors and makes sound independent judge-ments.	Involves staff in decision making.	-Weigh factors end
	Delegation of Authority Reluctant to delegate authority.	Delegates authority to staff numbers appropriately.	Delegates authority to staff members appro- priataly; Instills	authority as
			confidence in staff to do assigned duties.	appropriate
	Frequently not available to parents, staff and pupils.	Accessible to staff, parents and pupils.	Sets time aside for people; visits assigned area.	-Be accessible to staff, parents and pupils
	<u>Impartiality</u>			
	Scartises thought to be partial to some people or groups.	Just, fair to all.	Thought by the staff to be ecceptionally fair and just.	-De just and fair to all
·	System Climete		п ,	
	Displays inconsistent adherence to expectations.	Sets high experta- tions for staff.	Involves staff in setting expectations and supports staff in attainment of expectations.	-Set expectations for staff -Be consistent in enforcement of expectations -Support staff

CENTRAL OFFICE EVALUATION III. Professionalism

Ēv.	slustion Criteria	(-)	Standard	(+)	Improvement Plan
λ.	Serves as a positive role model for colleagues, employees and students	Prequently loses control and yells.	Demonstrates moderation in actions and voice when deal- ing with people.	Exhibits self-control and patience when dealing with people.	-Use moderation is actions and voice when dealing with people
		On occasion is not appropriately drassed.	Presents a neat and appropriately dressed image.	Is always dressed in an appropriate and fashionable manner.	-Present a neat and appropriately dressed image
		Places own department above all others and makes no effort to keep informed or to cooperate with total aystem.	Guides and directs own department in relationship to needs of total system in a cooperative manner.	Initiates sharing of ideas and metarials and cooperative planning between schools in the system.	-Guide department in relationship to the needs of the total school system
в.	Demonstrates effective inter- personal and commu- nication skills with peers, subordinates, parents and students	Acts in a highly struc- tured manner which scretimes shows no concern for well-being of others.	Shows concern for the wall-being of others.	Establishes a relationship based upon trust and confidence which recognizes the contributions of others.	-Show concern for well being -Recognise contri- butions of others -Involve others in decision-making process
		Use of language contains grammatical errors.	Uses language cor- rectly is both written and oral communication		-Consult diction- ary for correct spelling -Proof written communication -Use language

CENTRAL OFFICE EVALUATION III. Professionalism

		,		
Evaluation Criteria	(-)	Standard	(+)	Improvement Plan
(Continued) B. Demonstrates effective inter- personal and commu- nication skills with pears, subordinates, parents and students	Seldom informs parents and community of school matters.	Reeps parents and community informed of school matters through written communication.	Involves parents and community through a regular established advisory committee.	-Send regular written communication to parents -Develop a parent advisory committee -Involve parents within school -Contribute news to TV program, Hotse 'H Quotee and other C/R publications
C. Perform professional responsibilities and duties as outlined in job description	Prequently misses work and/or is late for work. Conscionally does not heed board policy in execution of assigned duties.	Regularly attends to both curricular and extra-curricular activities in a timely manner. Follows board policy in all aspects of job.	Consistently follows board policy in execution of assigned	-Report to work on time -Work assigned dutime -Supervise commit- tees activities -Read and follow board policy
	Talks with board members prior to superintendent's approval.	Pollows chain of command.	In addition, keeps supervisor informed of situations.	-Pollow chain of command

(ENTRAL OFFICE EVALUATION III. Professionalism

Evaluation Criteria	(-)	Standard	(+)	Improvement Plan
D. Demonstrates a commitment to education as a profession	Seldom reads or keeps current with professional literature. Attends professional organizations infre- quently.	Reads and researches current trends in education. Balongs to and attends professional organisations regularly.	Resps staff informed of current literature in profession and encourages immovations? Serves as an officer in professional organization or functions on counittees or appears on program.	-Join professional organizations -Attend sestings of profession sore frequently -Read professional literature -Share current literature with staff and colleagues -Assume leadership role in organization
	Permits outside employment to interfere with performence of duties and accessibility to public.	Initiates work and follows through regardless of time required.	Volunteers for res- possibilities outside of position, such as Gystamoide committees, to assist total system is attaining its goals and objectives.	-Wolunteer for committees -Place job above others
	Serves on committees only when assigned.	Accepts fair share of committee work for system.	Berves as chairmen of committees.	-Volunteer to serve as chairman of committee -Serve as resource person to committees

CENTRAL OFFICE EVALUATION

IV. Management

		<u> </u>		
Evaluation Criteria	(-)	Standard	(+)	.Improvement Plan
Effectively plans, co- ordientes, monitors and evaluates the non-instru- tional program	Piscal management Displays little skill in developing and executing sound budgeting and fiscal policies and/or does not meet deadlines in fiscal reports.	Prepares annual budget, shides by state guidelines for the expenditure of funds, consults staff in formulation of budget; does not spend more than budget.	In addition to standard, displays superior skills in executing the fiscal policies and provides long range plans to use funds more efficiently.	-Prepare annual bids and/or budget -Submit reports on time -Abide by guide- lines -Consult staff in formulation of budget and curriculum -Do not overspend budget
	Materials and equipment Arbitrarily buys supplies and equipment.	Solicite input from teachers then pur- chases needed metarial and equip- ment as budget allows	Investigates with the teachers the heat metarials and supplies available that meets the meeds of the curriculum and purchases cost wisely.	-Solicit teacher input -Purchase needed meterials and equipment -Purchase as budget allows -Purchase only through bid agencies
	Frequently turns in reports past due deta; reports contain errors and/or are illegible.	Turns in reports which are legible, accurate and timely.	In addition, reports are meet and in form for reproduction, if necessary.	-Turn in reports which are legible accurate and on time

North Cratter (Finance Office)				
Svaluation Criteria	(-)	Standard	(+)	Improvement Plan
Domonstrates fiscal supervision and responsi- bility of total system	Displays little skill and expertise in developing and executing a sound system-wide budgetary and ficcal policy and/or does not meet deadlines on fiscal reports.	Properce annual system-wide budget, abides by state statutes and regulations in require to expenditures of funds.	Displays exceptional skill in devaloping and implementing prudent fiscal policies.	-Prepare a sound system-wide annual budget
	Displays little knowledge of acceptable accounting standards and procedures.	Consults with super- intendent, adminis- trators and staff in formulation of the system's budget.	Demonstrates foresight in long-range fiscal planning.	-Most deadlines on reports and documentation of applications
	Propercy select and wage scale with no input from the staff.	Propares salary and wage scales for all employees and super-vises the payroll of the system.	Provides for Superin- tandent and Scard input and plans for a cost-effective salary and vege system.	-Consult and co- ordinate with all necessary person- nel, information, research and plan- ning to provide a sound salary and wage system
·	Invests school funds when convenient without con- cers for best return. Prepares minimum founda- tion program data only when requested by the	Develops and sustains a sound investment program for all school funds. Prepares minimum foundation applica- tion and correspond-	Investigates regularly for the best invest- sent program and selects the most advantageous one. Calls State finance office and plans well in advance.	-Invest school funds to the best best interest of the school system -Prepare minimum foundation program application and
	State Department of Education.	ing documents to accompany said application.		corresponding documents

	Business Administrator (1	'inance Officer)	A. 0	
Evaluation Criteria	(-)	Standard	(+)	Improvement Plan
(Continued) Demonstrates fiscal Supervision and responsi- Dility of total system	Seldom visita schools	Periodically visits all schools.	Periodically visits all schools and is available to staff for information.	-Visit all schools periodically.
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		11 Personnel Director		λ.9
Evaluation Criteria	(-)	Standard	(+)	Improvement Plan
Prepare annual attendance reports and submit to State Department of Education	Demonstrates lack of interest in verification of annual attendance reports from district's achool.	Vartifies annual strandance reports from all individual schools within the school district.	Assures uniformity and accuracy in reporting as required by KMS.	-Maintain a know- ledge of the process of filing attendance reports.
	Annual attendance report filed after due date.	Combines annual attendance reports from individual schools and submits to Superintendent and State Department of Education.	Prepares Superinten- dent's annual stati- cal report on time.	-Rnowledge of the means of project- ing enrollment -Resp abreast of the changes in school boundaries
Prepare annual handi- capped transportation report	Inedequate records	Determine the number of students requiring transportation.	Report filed accurate and on time.	-Maintain record of students enrolled and current address
Demonstrates an under- standing of the working process of the local	Demonstrates a lack of interest and concern for truents and juvenile offendars.	Maintains a yearly process in working with juvenile offenders.	Reviews disposition of truency and juvenile cases.	-Develop a working relationship with courts, parents, etc.
tate attendance less	Demonstrates a lack of interest in working with parents, etc. to ensure regular school attendance.	Ensures the enroll- ment and attendance of all children within the school district throughout the year.	Confers with parents, etc. for implementing the required process of enrollment of their children for coming school year.	-Reep up to date record of attend- ance problems -Reep principals and teachers in- formed on attend- ance problems
neuro that rapport is eveloped and continued ith staff	Saldom visits schools.	Visits schools and classrooms periodically.	Periodically visits all schools and is evailable to staff for information.	-Visit all schools on a regular basis

				
Svaluation Criteria	(-)	Standard	(e)	Improvement Plan
Provides leadership in carrying out a system-ide program of instruction hased on a philosophy, goals and objectives of the school district	Inaccessible to principals and teachers to side with curriculum.	Assist principals and teachers in develop- ing curriculum pro- posals, acquisition of materials and implementing programs	In addition to the ctandard, keeps up to date on the latest State and national trands concerning curriculum.	-Assist teachers and principals in carrying out the instructional program
	Works with textbooks only when necessary and required.	Orders, processes, issues and maintains a current inventory of tertbooks and related instructional materials.	In addition to the standard, utilizes a textbook committee to recommend and assist.	-Order, process, issue and main- tain tantbooks and instructional materials
	Does not display a know- ladge of application process or applicants.	Naintains a current file of applicants for all adminis- trative, instruc- tional, and substi- tute teaching positions in the district.	In addition to the standard, actively recruits applicants.	-Reep up-to-date files on appli- cations for rogular and substitute teaching
	Interviews and recommends only when requested and necessary.	Interviews personnel and recommends to Superintendent, both substitute and regular teacher applicants.	In addition to the standard, utilizes a standard interview checklist.	-Interview person- nel and recommend to the Superin- tendent
	Writes and proposes inservice education without input.	Coordinates and writes proposal and reports for system- wide inservice for teachers and admin- istrators.	In addition to the standard, hoope up on mational and State trunds on inservice education and utilizen MFD task.	-Work with staff is developing and implementing in- service programs based on assessed

Evaluation Criteria	(~)	Standard	(+)	Improvement Plan
(Continued)		0		
Provides leadership in carrying out a system-ide program of instruction based on the philosophy, goals and objectives of the school district	Assigns and schedules itinerant personnel only when directed.	Assigns and schedules itinsrant personnel: Adult Learning Lab, Gifted Program, State Testing Program, Adoption of textbooks and instructional materials Accredita- tion Program, Kentucky and Southern Association, RIF Program, etc.	in scheduling of itinerant personnel.	-Assign and schedule itinerant personnel
	Saldom visits schools.	Periodically visits schools and class-rooms.	Pariodically visits all schools and is avail- able to staff for information.	-Visit schools on a regular basis
Effectively coordinates, administers and evaluates the <u>Chapter 1</u> Program	Displays limited commit- ment and knowledge of the Chapter 1 Program.	Directs the Chapter 1 Program.	In addition to standard, develops long-range plans for improvement of Chapter 1.	-Direct Chapter 1 program
	Prepares annual budget only as required. Infrequently monitors Chapter 1 Program.	Prepares annual budget completely and on time. Regularly monitors progress to comply with federal requirements.	Consults with Chapter	-Prepare annual budget -Honitor federal requirements

		CINCLIDE X-12 CON C		A. 12
Evaluation Criteria	(-)	Standard	(+)	Improvement Plan
Effectively coordinates, administers & evaluates Special Education Programs	Demonstrates a lack of understanding to exceptional children.	Works as a liminon among all agencies and State Department of Education to ensure proper enrollment and placement of all school age exceptional children.		-Pollow-up on children identi- fied for except- ional programs -Ensure that staff is eware of requirements of laws
	Demonstrates a lack of understanding of project writing.	Writes federally funded projects (EEA, Part B, KIE, etc.).	Reports are generated and filed on time.	-Attend workshops is order to stay shreast of changes in law and other requirements -Involvement of staff in devel- oping and program writing -Keep Superin- tendent shreast of programatic changes and other requirements
	Descriptions a lack of understanding of requirements.	Complete all reports required by Section 618 of EEA-B.	Reports are generated and filed on time.	-Maintain proper back-up data

				V. 13
Evaluation Criteria	(-)	Standard	(+)	Improvement Plan
Effectively coordinates, administers and evaluates the transportation program	Displays limited commit- ment and knowledge of the total transportation system.	Directs the entire transportation system; perperes all local, state and federal reports.	In addition to the standard, develope long-range plan for repair, maintenance and replacement of trans-	-Prepare state an federal reports
	Seldom consults drivers and principals in scheduling bus routes.	Schedules bus routes.	Works with principals and drivers in preparation of routes.	-Schédule bus routes
	Recruits, trains and supervises bue drivers only when he has to do so.	Recruits, trains and supervises bus drivers.	Plans inservice programs to update personnel.	-Recruit, train, and supervise drivers
	Supervises bus maintenance program only when there is a problem.		Develops long-range mintenance program for buses.	-Eupervise bus Beintenance program
	Purchases transportation equipment only when crisis occurs.	Purchases transporta- ties equipment.	Surveys needs and visely purchases trans- portation equipment.	-Purchase trans- portation equip- ment
Effectively coordinates administers, and evaluates the <u>Buildings</u> and Grounds programs	Displays limited commit- met and knowledge of the buildings and grounds program.	Directs the entire bulidings and grounds program.	In addition to standard develops long-range plans for improvement of buildings and grounds.	-Direct the entire buildings and grounds program
	Maintains inventory and ascertains needs only when a crisis develops.	Maintains inventory and ascertains needs for school system.	Consults principals and ascartains needs and maintains inventory.	-Ascertian needs
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Svaluation Criteria	(-)	Standard	(t)	Improvement Plan
(Continued) Effectively coordinates, administers, and evaluates the Buildings and Grounds progress	Arbitrarily operates the security system.	Directs the security program for the system.	Consults with mainten- ance supervisor and principals concerning the security system.	-Direct security program
	Provides for emergencies on a crisis basis.	Provides for emergency procedures.	Bas a written emergency disester plan.	-Provide emergency
	Does not consult staff when developing long-range maintenance plans.	Develope long-range Baintenance plans.	Consults with main- tenance supervisor and principals when devel- oping long-range main- tenance plans.	-Develop long- range maintenance plane
	Prepares hide only when requested.	Plans sheed and pre- pares bids in compli- ance with law.	Consults with princi- pals, cosches, and maintenance supervisor when preparing bids.	-Prepare bids
	Saldon visits schools.	Visit schools and classrooms periodically.	Periodically visits all schools and is available to staff for information.	-Visit all schools on a regular basis

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Observation/Conference Dates		Evalutos'	s Communts:	·
/				
		•		
Recommendationss				
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I have seen the evaluation and	have had a con		eluator.	-
-		· /		
Signature of Evaluator	Dote	Dot:s	Signature of Evaluates	
		•		

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ADMINISTRATIVE REGULATIONS ADMINISTRATOR STANDARDS FOR PERFORMANCE EVALUATION

Standard 1 Visionary Leader

Facilitates the development, articulation, and implementation of the district's Vision

Standard 2 Instructional Leader

Promotes the school culture and instructional program that ensures student learning and professional growth of staff

Standard 3 Organizational Manager

Manages the organization, operations, and resources for a safe, efficient, and effective learning environment conducive to student learning

Standard 4 Collaborative Leader

Collaborates with families, peers, and community members, responds to diverse community interests and needs, and mobilizes community resources

Standard 5 Ethical Leader

Promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Standard 6 Systemic Leader

Facilitates processes and engages in activities demonstrating knowledge and understanding of the interdependence of the school, the district, and the school community; and demonstrates an understanding of how the political, social, cultural, and economic systems impact schools

Standard 7 Technological Leader

Demonstrates and models the competencies and skills identified in the district technology standard and facilitates professional growth of staff in the district technology standard

ADMINISTRATIVE REGULATION DATA COLLECTION SUMMARY

Administrators

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee	Position
Observer	Position
Observation Information:	
Date(s)	School Name
	District
	Standard 1
	itates the development, articulation, implementation, and
stewardship of the district's	<u>Vision</u>
Demonstrators/Indicators	
facilitating the consolidated	chool consolidated plan that reflects the district's Vision (e.g., planning process, ensuring the school mission is directly related to g the LCBE Belief Statements.)
	nd mission and reflects on personal assumptions, beliefs and
practices as they relate to the minutes, notes on Consolidat	e district's Vision (e.g., reflects on ESS and Leadership, staff
initiates, notes on consolidat	2 1 1111, 202,
4.2 7000	in Calculated the staff at doubt mounts and community
in a variety of ways (e.g., mi	sion of school and district to staff, students, parents and community nutes, newsletters, open houses, web page, Power Point
presentations, spreadsheets, Summary of Consolidated So	and graphic visuals for parent meetings, open house, Executive chool Plan)

1.4	Leads school in developing, implementing, revisiting a school mission statement that guides the consolidated plan and relates to the district <i>Vision</i> (e.g., analysis of student assessment, revised mission statement, school initiatives, program implementation, addresses technology standards through the Consolidated School Plan)
	Allocates resources and funding which support the district's Vision (e.g., budget; makes technology access, training, implementation, evaluating results, and follow-up support a priority for funding)
1.6	Deliberately seeks input from the school community in various ways to facilitate the development of the school's vision (e.g., SBDM Council, PTO, and School Community recommendations)
1.7	Serves on district committee (e.g., Consolidated Planning committee, Evaluation committee, Instructional Team meetings, Facility Planning, Strategic Planning; Calendar Committee; Curriculum Planning)

A school administrator promotes the school culture and instructional program which ensures student learning and professional growth

Der	nonstrators/Indicators
2.1	Assesses school culture and climate on a regular basis to ensure high expectations for self, student, and staff performance (e.g., Effective School Surveys, walkthroughs, department goals, SBDM minutes, recognizes and celebrates students, and promotes leadership potential in colleagues)
2.2	Selects/provides and assesses the implementation of professional development that focuses on student learning consistent with school and district vision goals (e.g., analysis of assessment results; performance evaluations linked with professional growth plans; PD activities support the district's Vision, PD includes technology integration; PD plan supports current best practices for PD)
2.3	Facilitates the design, implementation, evaluation, and refinement of research-based curricular, co-curricular, and extra-curricular programs (e.g., SBDM minutes, action research opportunities, ESS program)
2.4	Utilizes multiple sources of information regarding performances of students and staff to evaluate student learning/achievement (e.g., assessment results, walkthroughs summaries, disaggregation of grade distribution, analysis of student products)
2.5	Monitors and implements the evaluation process according to district policy (e.g., data collection summaries, observations, feed-back, analysis of student products, walkthroughs, summative conference schedules, summative evaluations, professional growth plans directly linked to teacher performance, and consolidated plan)

A school administrator will ensure management of the organization, operations, and resources for a safe, efficient and effective learning environment as measured by student achievement

Dei	monstrators/Indicators
3.1	Collects and accurately analyzes school data that indicates a safe, efficient, and effective learning environment (e.g., ESS evaluation, performance evaluation summaries, Effective School Surveys, Impact/Implementation documentation, disaggregation of state assessment results, the use of spreadsheets, Power Point presentations, visual graphics to communicate data, number of office referrals, and student work)
3.2	Effectively works with school council to identify, provide training and overcome challenges specific to community/school (e.g., use of conflict resolution skills, group processing, and communication skills; SBDM policies, School Improvement Plan, SBDM minutes, PTO/FRYSC input, Effective School Surveys, peer mediation/conflict resolution)
3.3	Uses resources effectively and efficiently (e.g., time, human, financial, facility) to create a safe learning environment that facilitates the development and implementation of the school consolidated plan to ensure student success (e.g., budget, safe school policies/regulations, master schedule, staffing plan, appropriate use of technology, operational plans procedures)
3.4	Manages organization so that district policies and state/federal laws are followed (e.g., documentation of action taken by administrator, no evidence of violations in school reports {expulsion, suspension, discipline, IEP conference summaries, }, performance evaluation procedures, audits, categorical budgets)
3.4	5 Uses technology to manage school operations (e.g., e-mail, MUNIS, Web site, spreadsheets, budgets, data analysis, data bases, STI)

A school administrator collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources

	nonstrators/Indicators
4.1	Ensures that public engagement, high visibility, active involvement, and communication with the larger community is a priority (e.g., newsletters, community organization memberships, open house, PTO, attending extra-curricular activities)
	Builds community partnerships to strengthen programs and support school goals (e.g., community sponsors, groups using building, business sponsors, Reality Store, A.P.E.S.)
	Uses effective media relations with community (e.g., web site, school/principal's newsletter, newspaper articles, participation in community functions, closed circuit video presentations)
4.4	Models and develops collaboration with community to include diverse groups (e.g., appropriate use of community resources/funds, media relations)

A school administrator promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Der	nonstrators/Indicators
5.1	Serves as a model who demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance (e.g., Effective Schools Surveys, professional growth plan, documentation of efforts to increase teacher leadership opportunities, published professional journal articles)
5.2	Promotes public scrutiny of the school and solicits feedback (e.g., parent/community/student surveys, SBDM minutes, documentation of attendance at school events, school report card, parent membership on committees, conferences, open house, e-mail)
5.3	Treats people fairly, equitably and with dignity and respect (e.g., personal correspondence, resource allocation among staff, walk-through feedback)
5.4	Applies laws, policies and procedures fairly, wisely, and with consideration (e.g., SBDM and faculty minutes/agendas, LCBE policies and AR's, performance evaluation procedures, categorical funds)
5.5	Demonstrates appreciation for and sensitivity to the diversity in the school community (e.g., personal correspondence, leadership position in the community, extra-curricular offerings)
	Examines and considers the prevailing values of the diverse school community (e.g., attendance in committee meetings/activities, personal correspondence)
5.1	Demonstrates a personal and professional Code of Ethics (e.g., adheres to the Commonwealth of Kentucky Executive Branch Code of Ethics)

A school administrator understands, responds to and influences the school community

Der	nonstrators/Indicators
6.1	Ensures that the environment in the school is student centered (e.g., SBDM minutes, master schedule, staffing, analysis of walkthroughs, correspondence from team meetings, parent & student surveys, participation in analysis of student work, PD participation)
6.2	Utilizes data from the school community to meet school needs (e.g., Effective School Surveys, committee meeting minutes, written/oral communication with parents)
6.3	Follows Board policy, laws and regulations

A school administrator uses technology to support the school's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

Demonstrators/Indicators	
7.1 Operates a multimedia computer and peripherals to use a variety of softwar mail, internet)	are (Word, Excel, e-
7.2 Uses the computer to do word processing, create spreadsheets, access elect Internet, and use other emerging technologies to enhance professional pro instruction (e.g., newsletters, data analysis, budgets, templates for perform documentation and professional growth plans)	ductivity and support
7.3 Uses terminology related to computers and technology appropriately in w communication (e.g., SBDM minutes, newsletters, e-mail responses)	
7.4 Follows Board policy, laws and regulations in the use of computers and te professional and personal activities	chnology in both
7.5 Facilitates the lifelong learning of self and others through the use of techn growth plans, training provisions, attendance at technology training)	ology (e.g., professional
7.6 Demonstrates knowledge of the use of technology in business, industry, an Point presentations, budget spreadsheets, use of e-mail)	nd society (e.g., Power
7.7 Ensures appropriate research-based instructional practices related to the technology are included in the school's instructional program (e.g., class) walkthroughs, professional growth plans)	e integration of room observations,

SUMMATIVE CONFERENCING FORM

for

ADMINISTRATORS

Analyses of Performance and Links to Individual Professional Growth Plan and Summative Evaluation

Evaluator		ool		
		ition		
Date of Conference				
ISSLC Standards/Performance Criteria		Perfo	rmance/Products Ratings	
1: Visionary Leader	Meets	Does Not Meet	Comments/Feedback	
1.1 Develops/Implements school consolidated plan to reflect the District's Vision				
1.2 Reflects on personal practices – related to the District's vision				
1.3 Communicates the school/district vision				
1.4 Leads school in mission statement that guides the consolidated school plan and relates to District's Vision			,	
1.5 Allocates resources to support District's Vision				
1.6 Seeks input from the school community for the school's vision				
1.7 Serves on District task force				
Overall rating for Summative Evaluation				
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ISSLC Standards/Performance Criteria 2: Instructional Leader		Performance/Products Ratings		
		Does Not Meet	Comments/Feedback	
2.1 Assesses school culture/climate to ensure high expectations				
2.2 Ensures the professional development focuses on student learning consistent with school/district goals				
2.3 Facilitates the use of research-based programs				
2.4 Uses multiple data sources to evaluate student learning				
2.5 Monitors/implements the evaluation process according to district policy				
Overall rating for Summative Evaluation				

ISSLC Standards/Performance Criteria 3: Organizational Manager		Performance/Products Ratings		
		Does Comments/Feedback Not Meet		
3.1 Analyzes school data ensuring a safe, efficient, and effective learning environment				
3.2 Effectively works with school council				
3.3 Uses resources creatively and efficiently				
3.4 Manages organization so that district policies and procedures are followed				
3.5 Uses technology to manage school operations				
Overall rating for Summative Evaluation				

ISSLC Standards/Performance Criteria 4: Collaborative Leader		Performance/Products Ratings		
		Meets	Does Not Meet	Not
4.1 Ensu comr prior	res that public engagement, high visibility, nunication with the larger community is a ity			
4.2 Build	ds community partnerships to strengthen rams and support school goals			
4.3 Uses	effective media relations with community			
	els and develops collaboration with munity			
Overall	rating for Summative Evaluation			

ISSLC Standards/Performance Criteria 5: Ethical Leader		Performance/Products Ratings		
		Meets	Does Not Meet	Comments/Feedback
5.1	Demonstrates values that inspire others to higher levels of performance			
5.2	Promotes public scrutiny of the school/solicits feedback			
5.3	Treats people fairly/with dignity and respect			
5.4	Applies laws, policies, and procedures			
5.5	Demonstrates appreciation for diversity			
5.6	Examines/considers the values of the diverse school community			
5.7	Demonstrates a personal and professional Code of Ethics			
Ov	erall rating for Summative Evaluation			

ISSLC Standards/Performance Criteria 6: Systemic Leader		Performance/Products Ratings			
		Does Not Meet	Comments/Feedback		
6.1 Ensures a student-centered environment					
6.2 Utilizes data from the school community to meet school needs					
6.3 Follows Board policy, laws, and regulations					
Overall rating for Summative Evaluation					

1SSLC Standards/Performance Criteria 7: Technological Leader		Performance/Products Ratings		
		Does Not Meet	Comments/Feedback	
7.1 Operates a multimedia computer/peripherals to use a variety of software				
7.2 Uses technology to enhance productivity and support instruction				
7.3 Uses terminology related to computers and technology				
7.4 Follows Board policy, laws, regulations in the use of computers in professional and personal activities	-			
7.5 Facilitates the lifelong learning of self and others through the use of technology				
7.6 Demonstrates knowledge of the use of technology				
7.7 Ensures appropriate research-based instructional practices are included in the instructional program				
Overall rating for Summative Evaluation				

SUMMATIVE EVALUATION FOR ADMINISTRATORS

This summarizes all evaluation data including formative data, products and performances, professional development activities, portfolio materials, work samples, reports developed, longitudinal assessment data, conferences, and other documentation.

Evaluatee	Position		_
Evaluator	Position		_
School/Work Site			
Date(s) of Observation(s)			
Date(s) of Conference (s)			
	Ratings:		
Administrator Standards: 1. Visionary Leader 2. Instructional Leader 3. Organizational Manager 4. Collaborative Leader 5. Ethical Leader 6. Systemic Leader 7. Technological Leader OVERALL RA Individual professional growth plan refined in the second sec			
Evaluator's Comments:			
To be signed after all information above	e has been completed	and discussed:	
Evaluatee: I have read and discussed to Evaluation form and receive			
Evaluator:		Signature	Date
		Signature	Date
Opportunities for appeal processes at both the local a Appeals must be made within the time frames mandat		owling Green City Schoo	ls' district evaluation plan.
*Any rating in the "does not meet" column requires t	he development of an Assistiv	e Growth Plan for retur	ning administrators.

Instructions

- 1. Each Member of the Board of Education shall complete the Superintendent's evaluation document independently.
- 2. The Chairman of the Board shall synthesize the responses of the Board Members on one evaluation
- 3. The Board and Superintendent shall meet to discuss their respective responses, clarify misunderstanding of fact, discuss strengths and weaknesses, and suggest areas for improvement and new objectives.
- 4. The Superintendent shall develop an improvement plan to provide for his personal growth needs. This plan should address any weaknesses noted in his evaluation.
- 5. The Board and Superintendent shall meet to discuss and agree on the plan for improvement.

SUPERINTENDENT EVALUATION

(-)	Standard	
		(+)
Frequently follows board policy in recommending personnel.	Follows board guidelines for recommending personnel.	In addition to standard, searches for outstanding personnel.
Does not completely follow board evaluation policy manual. Infrequently supervises certified personnel.	Follows board evaluation policy mannual; supervises certified personnel.	Does more in evaluation than mandated by board policy. Continually supervises certified personnel.
coard evaluation policy	policy manual; supervises	Does more in evaluation than mandated by board policy; continually supervises personnel.
	policy in recommending personnel. Does not completely follow coard evaluation policy canual. Infrequently supervises certified correspondel. Does not completely follow coard evaluation policy coard evaluation policy canual, infrequently super-	Frequently follows board policy in recommending personnel. Follows board guidelines for recommending personnel. Follows board evaluation policy manual: supervises certified personnel.

SUPERINTENDENT EVALUATION

II. <u>Leadership</u>

<u> </u>			,
Evaluation Criteria	(-)	Standard '	(+)
A. Demonstrates know- ledge of administrat- ive techniques through executive utilization of leadership skills	Dacision Making Has difficulty in making decisions.	Weighs all facts and makes sound independent judgements.	Involves staff in decision making process.
	Delegation of Authority Reluctant to delegate authority.	Delegates authority to staff members appropriately.	Dologates authority to staff members appropriately; instills confidence in staff to enable them
	Availablility Proquently not available to parents or staff.	Accessible to staff and parents.	D . Sets time aside for people; visits schools regularly.
	Innertiality Sometimes thought to be partial to some people or groups.	Just. fair to all.	Thought by the staff to be exceptionally fair and just.
,	Skatem Climate Displays inconsistent adherence to expectations.	pers " p" sepectations for	Involves staff in setting expecta-
	Meeting Meargeogies Takes too many risks in	Considers all variables and	attainment of expectations. In addition to standard, has a
	operation of schools in emergency situations.	makes sound decisions concern- ing the operation of the schools in emergency situations.	disaster plan for emergencies.

Evaluation Criteria		Standard	(t)
8. Implements the dis-	Telegaras all responsibilities	-Understands and keeps inform-	
	of instructional program to others without awareness of program.	ed regarding all aspects of	Participates with staff, board and community in studying and develops curriculum improvement.
		· •	
	Provides curriculum evalu- ation and improvement only on crisis basis.	Organizes a planned program of curriculum evaluation and improvement.	Provides democratic procedures in
			П
Administers a mainte- nance plan for the physical facilities of the system	ties of buildings and grounds and transportation and is unaware of its	Organizes a planned program of maintenance and care of the buildings and grounds and transportation system.	Assists and plans with the director of buildings and grounds and transportation, a long range maintenance program.
	operation.		
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SUPERINTENDENT EVALUATION III. Professionalism

Evaluation Criteria	(~)	Standard	(2)
A. Serves as a role model for colleagues and employees	Frequently loses control and yells.	Demonstrates moderation in actions and voice when dealing with people.	Exhibits self-control and patience when dealing with people.
	On occasion is not appropriately dressed.	Presents a neat and appropriately dressed image.	Is always dressed in a appropriate fashionable manner.
8. Demonstrates effec- tive interpersonal and communication skills with pears, subordinates and	Acts in a highly structured manner which sometimes shows no concern for well-being of others.	Shows concern for the well- being of others.	Establishes a relationship based upon trust and confidence which recognizes the contributions of others.
parente	Use of language contains grammatical errors.	Uses language correctly in both written and oral communication.	Demonstrates fluent use of language.
	to groups and does not	groups, expressing his/her	Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group seating.
responsibilities and duties as outlined in job description	or is late for work.	Regularly attends to board and system activities in a timely manner.	In addition to standard, frequently arrives at work early and stays late.
	Occasionaly does not head board policy in execution of assigned duties.	Follows board policy in all aspects of job.	Consistently follows board policy in execution of assigned duties.

			
Evaluation Criteria	(-)	Standard	(E)
D. Demonstrates a com- mitment to education es a profession	Seldom reads or keeps current with professional literature.	Reads and researches current trends in education.	Reeps staff informed of current literature in profession and encourages innovations.
	Attends professional organizations infrequently.	Belongs to and attends pro- fessional organizations regularly.	Serves as an officer in professions or organization or functions on committees or appears on program.
	Permits outside employment to interfere with perform- ance of duties and acces- sibility to public.	Initiates work and follows through regardless of time required.	Volunteers for responsibilities outside of position, such as system wide committees, to assist total system in attaining its goals and objectives.
·	Serves on committees only when assigned.	Accepts fair share of commit- tee work for system.	Serves as chairman of committees.
		·	
	<i>:</i>	·	
			•
	1		

SUPERINTENDENT EVALUATION

IV. Management

Evaluation Criteria	(-)	Standard	(e)
Effectively plans, co- ordinates, monitors and evaluates the non- instructional program	Displays little skill in developing and executing sound budgeting and fiscal policies and/or does not meet deadlines in fiscal reports.	Oversees the preparation of the annual budget, shides by state guidelines for the expenditure of funds, consults staff in forpulation of budget, does not spend more than budgeted.	In addition to standard, displays superior skills in executing the fiscal policies and provides long range plans to use funds more efficiently.
	Materials and Equipment Arbitrarily buys supplies and equipment.	then recommends purchase of needed materials and equip-	Investigates with the staff the best materials and supplies available that meets the needs of curriculum and purchases cost wisely.
	Prequently turns in reports pact due date; reports contain errors and/or are illegible.	Turns in reports which are legible, accurate and timely.	In addition, reports are neat and in form for reproduction, if necessary.
			•

SUPERINTENDENT EVALUATION

V. Relationship with the Board of Education

Evaluation Criteria	(-)	Standard	(6)
Maintains an effective, open communication system with the Board of Education	data for the Board to make	Keeps Board informed on issues, needs and operation of school system.	Keeps the Board informed on cirre- trends in education.
	Does not respond well to constructive criticies.		Supports the official decision of the Board even when the decision . not congruent with his/her own.
	Criticizes Board members either collectively or individually.	Supports Board policy and action to the staff and public.	Remains impartial toward the Board. treating all board members alike.
	i		Acts in the interest of the total system with due regard to staff needs.
		- -	
·			

SUPERINTENDENT EVALUATION

VI. Community Relations

Evaluation Criteria	(-)	Standard	(6)
			0
Maintains positive community relations	Uncooperative with news	Develops friendly and co- operative relationship with news media.	Provides lead notice to news media on school items.
	Reluctant to work with agencies.	Works effectively with public and private agencies.	Serves on community committees.
		0	
	Prefers not to deal with problems and opinions.	Gives attention to problems and opinions of all groups and individuals.	Solicite opinions of all groups and individuals.
		a .	
	the community and staff	Respe the community and staff informed on the conduct of the school operation.	Gains respect of the community and staff on the conduct of the school operation.
	•		
		· _	
			,
		,	
			•

Observation/Conference Dates		Evaluatee's Comments	1:
Recommendations:			•
		<u> </u>	
I have seen the evaluation and have	had a confessor	so with the authors	
	c constant	e with the evenuetof.	
	/		•
Signature of Evaluator Date		Signature of Evaluates	



............

This instrument is to be filled out after the final observation.

- 1. On each evaluative criteria, indicate the individual's level of performance by checking the appropriate box or writing N/A.
- 2. Where appropriate, theck the items on the improvement plan which will assist the individual in attaining a higher level of performance. Other suggestions for growth may be added.

TEACHER/COORDINATOR/DIRECTOR

Name School Year I. Professionalism School Tenured Yes ' No Evaluation Criteria (--) (-) Standard (+) (++) Improvement Plan A. Meets responsibil-Rarely meets Is usually on Neets obligations In addition, In addition, -Submit records ities obligations on time, occasionmeets respon- is willing to to students and and reports on time, is freally needs to be administration on #ibilities assume extra time quently late for reminded about time, provides enthusiastiresponsibil--Make reports class, late with obligations. information accally. ities. and records materials for curately and legimore legible both instrucbly and adheres to and accurate tional and school rules, Accept fair administrative Board Policy, and share of extra purposes and State Regulations duties and provides illeand laws. supervision of gible and inacstudent activicurate informties ation. -Read and follow instructions -Report to school and other duties on time -Remain in classroom/area/ school for designated time -Maintain textbooks and equipment properly -Other

TEACHER/COORDINATOR/DIRECTOR I. Professionalise

						0.1
Evaluation Criteria	()	(+)	Standard	(+)	(++)	Improvement Pla
B. Serves as role model for students to emulate	Uses sub-stand- ard English, makes mistakes in grammer and uses many slang expressions in both written and spoken word: is often untidy with inapprop- riste attire.	spoken communi- cation is us- ually nest and	minimum amount of slang or collo-	Uses standard English flu- ently in both written and spoken com- munications; always dis- plays good taste in attire.	is an effec-	-Use standard English in Written com- munication -Use standard English in ora communication -Dress approp- ristely -Se well grooms -Other
growth	inservice pro- gramm or cur-	Is involved in limited professional activities, ettends inservice programs and curriculum development meetings but does not perticipate in a contributive manner.	Takes advantage of opportunities to improve professionally through active participation in a variety of professional activities.	In addition, is active in professional committees, workshape and organizations	In addition, encourages growth among co-workers by example and by actively premoting prefessional improvement.	-Participate in professional activities -Attend inservice programs -Participate in curriculus development positively -Implement growth plan -Other
municat es	Makes no attempt to communicate except through regular report- ing system and is often indis- creet with school informa- tion.	ettempts to con- municate bayond the reporting system, and is sometimes indis- creet with	Initiates confer- ences with parents and etudents and en- courages open con- munication regard- ing problems or progress, but maintains confi- dentiality of school informs- tion.		open and positive dialogue be-	-Initiate paren conferences -Discuss school related matter constructively -Keep information gained in confidence -Other

TEACHER/COORDINATOR/DIRECTOR

Professionalism

						4.7
Evaluation Criteria	()	(-)	Standard	[+]	(++)	Improvement P.
	-	1—	_	}	ļ -	
. Maintains positive	Is unreasonable,	1	Keeps response to	In addition,	In addition.	-Exhibit
teacher-staff-pupil relations			a situation in	988/10/48	acts as a	pattence with
Leterious	not willing to	slow to accept	relationship to	counseling	mediator in a	
	change or to		magnitude of pro-	role and	problem sit-	-Understand th
	dures.	cooperate to a degree once he/	blem, demonstrates cooperation and		uation, is	individual an
		she is convinced		eagerness to	willing to	background
		that the change		ccoperate with other	schedule around other	-Show appro-
İ		is absolutely		members of	important	priate concer for small
	•	necessary.		the school	school activ-	
	1			staff and	ities and	-Remain calm :
	ļ			students.	finds new	crisis situa-
				_	ways to co-	tion
					operate in	-Be more
					school pro-	friendly towar
					grame while	others
					maintaining	-Work cooper-
					effective	acively with
					class.	other staff
						nembers
			•	l ·		-Share :deas an
						materials with
						others -Other
						-otner
. Carries a reeson-	_			_		
		Accepts reason- able share of	Assumes to her	Volunteers	Provides	-Participate in
	any extra	extra activities	ohere of entre	for various	leadership in	
- 1		Avera acctatered	act.r. as	extra-cur-	extra activi-	ties
211111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	*	only if pres-	1	-13	-1 1	
	*	only if pres-		riculer	ties that	-Other
	*	only if pres- sured.		ricular essignments.	contribute to	-Other
	*				contribute to school	-Other
	*				contribute to	-Other
	*				contribute to school	-Other
	*				contribute to school	-Other
	*				contribute to school	-Other
	*				contribute to school	-Other
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	*				contribute to school	-Other

TEACHER/COORDINATOR/DIRECTOR I. Professionalism

		T	<u> </u>		1	1
Evaluation Criteria	()	(-)	Standard	(+)	(++)	Improvement Pi
		 	-	-	 	
. Displays a com-	Does not use	Seldom uses	Uses planning time	In addition,	In addition.	-Upe planning
Mittment to	planning time	planning time	constructively; is	uses planning	uses time to	time for pre-
teaching as a pro-	constructively;	constructively;	willing to accept.	time for	essist other	peration of
fession	is unwilling to	is seldon	when appropriate.	parent con-	teachers and	teaching plan
	sccept a pre-	willing to	pro-student	ferences,	to develop	and materials
	student teacher,	eccept pre-	teschers, student	Apen sbbtob-	curriculum;	-Use planning
	student teacher	student teachers	teachers and	riefe;	guides pre-	time for
	or volunteer	student teachers	volunteers,	effectively	student	student,
	does not attend	or volunteers:	attends required	utilizes pre-	teschers and	parent, teac:
	required school-	rarely attends	student activities	student	student	conferences
	related activi-	required student	staff meetings and	teachers,	teachers to-	-Use student
	ties; views	activities,	parent-teacher	student	ward their	teacher as
	teaching as a	staff meetings;	meetings; places	teachers and	professional	additional
	seven-hour-e-day	and parent	teaching above	volunteers;	growth; or-	classroom
	job rather than	teacher meetings	other jobs and	attends and	ganizes,	personnel, no
	a profession.	rarely places	interests.	participates	assists and	in lieu of
		teaching above		in student	directs	teacher
		other jobs or		activities,	student ac-	-Attend school
		interest.		staff	tivities,	sponsored
	,			meetings and	staff meet-	eventa
			i	perent-	ings and	-Attend perent
				teacher	perent -	,
				meetings.	teacher	teacher
				-oot ringer		mestings
					meetings; is	-Place teachin
					willing to	above all oth
					devote what-	jobs and
					ever time is	interest
					necessary to	-Other
			•		be a profes-	
					sional educa-	
					tor.	
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TEACHER/COORDINATOR/DIRECTOR

II. Instruction

		II. In	Struction			
Evaluation Criteria	()	{ - }	Standard	(+)	(++)	Improvement Pla
A. Effectively sets appropriate goals and objectives and organizes in- struction around them	Showe little or no evidence of goals and objectives.	Limited goals and objectives are stated but are not effectively related to the course and to the lesson.	The teacher clearly organizes instruction around the stated and defined goels and objectives which are approp- rists to the lesson and the course as adopted and/or approved guides	The teacher further develope and organizes the goals and objectives and effectively builds the lesson and course around them.	able and con- tribute directly to	-Develop writt- goels and objectives for the course being taught -Develop specific acts itie to meet the course goels and objectives -Plan evaluation instruments to measure objectives -Plan adequate reteaching techniques -Other
B. Effectively demon- strates adequate planning through written plans	Mritten daily lesson plans are not in evidence.	-	The teacher demonstrates adequate planning through the use of written daily lesson plans which include skills and follows the course of study with a schedule which assures completion of course outline.	lesson plans are utilized which include measurable objectives, and identi- fied materials and resources.	velops long range plans which include all units of	<pre>substitute sdequately for -Prepare</pre>

	<u> </u>			 	 	T
Evaluation Triteria	()	-	Standard	(+)	(++)	Improvement Plan
C. Effectively initiates lesson	Coes not begin lesson promptly, does not have materials ready, does not secure attention of class before beginning.	Begins lesson on time, but does not have materials well organized and does not secure attention of students before beginning.	Secures attention of the class before beginning, begins lesson in a timely menner, end has materials ready and accessible for quick distribution	objectives to give students a gense of direction.	-	-Begin class on time -Prepare materials in advence -Obtain attention of students before beginning class -Other
D. Effectively demonstrates competency in teaching the subject or areas	Inadequately demonstrates knowledge of the subject matter through content errors.	Displays a lack of updated know- ledge of the subject matter.	Effectively communicates an accurate command of subject matter.	Effectively provides con- tent inform- ation and explanation.	In addition, supplements basic content or information.	-Update know- ledge of sub- ject through reading, course work, in-ser- vice education and profes- sional meetings
	Gives incomplete explanations and evidences omissions of information and explanations.		Clarifies information. offers explanations and directions.	Appears con- fident is presenting the lesson; clarifies objectives and stresses major points.		-Provide clear, complete emplenation of subject including definition of terms -Adjust teaching level to shility level of students -Demonstrate confidence in knowledge of subject area -Provide supple mentary information -Make subject relevant -Define clearly the objectives

	T	TOR/DIRECTOR II.				3.7
Evaluation Criteria	()	(-)	Standard	(+)	{++}	Improvement Pl
. Effectively provides thorough	Does not state/	Does not clearly explain the	States/defines	In addition to the	Additionally, provides a	1
trestment of the lesson	components and provides no guided or independent practice or summary.	lesson compo- nents, assigns guided or independent practice with unclear explanation or purpose, and provides either an inadequate summary or none at all.	explains lesson components, provides meaning- ful guided and/or independent practice, and provides a lesson summary.	standard, provides concreteness to lesson by demonstrating /modeling the concepts.	variety of learning experiences and chal- lenges the	objectives -Provide guide practice -Provide appro- riate indepen- ent practice -Summarize concepts -Model or demo- strate concept
	Does not use questioning.	factual level only and calls	Utilizes questions and calls on the majority of students for responses.	order questions which call for analysis and synthesis	cally calling	-Call on all students -Provide wait time before calling on student to respond -Ask higher level question-Check for understanding by asking questions

	TEACHER/COORDI	NATOR/DIRECTOR I	I. Instruction			G. #
Evaluation Criteria	()	(-)	Standard	(+)	(++)	Improvement Pla
	الا	<u> </u>				
. Utilizes effective	Displays little	Limits	Uses appropriate	Effectively	In addition,	-Provide dif-
ACTIVITIES,	or no evidence	ectivities to	activities,	and approp-	utilizes	ferentiated
learning materials.	of the effec-	following the	materials and	ristely	methods which	activities and
and appropriate	tive use of	basic textbook	teaching methods	veries	provide for	assignments to
teaching methods	learning	and displays	which meet the	classroom	enrichment	ment individue
	meterials, and	inconsistent and		ectivities	and evokes	needs
	uses inappro-	ineffective	students in the	(cooperative	the skills of	-Provide suppl
	priate classroom	1	classroom.	learning,	critical	mentary
	activities, so	techniques with		computers,	thinking end	meterials (e.
	the students	little evidence		TV, films	problem	work sheets,
		of individual or		etc.),	solving.	etc.)
	undirected.	group involve-		essigns mean-		-Use wide
		ment.		inful bome- work, and		variety of
				actively		questioning techniques vit
				involves the		emphasis on
				students.		cause and
]					effect
					_	-Upe problem
	🗆					eolving
	Provides	Occasionally	Provides	Kaces	Has cosecod	approach
	instruction in	varies mode of	instruction and	di fferent	learning	-Encourage clas
	one mode for	presentation.	activities	loarning	styles of	involvement an
	most lessons		through at least	styles and	students and	discussion
	and all students	:	two learning	utilises	regularly	-Develop
			styles, visual and	· ·	provides	lectures/dis-
			aurel.	as well as	learning	Cussion in an
				visual and	estivities to	_
	· .			oursl, tech-	metch the	informative ve
			ŀ	niques.	learning	-Clearly
•				1	styles of	organise info
					students in	metion to be
	•				the class.	taught
			1	1		-Other
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TEACHER/COORDINATOR/DIRECTOR II. Instruction

Evaluation Criteria	()	(-)	Standard	(+)	(++)	Improvement Pla
	!					
	: 	1	1 —			
. Effectively motivates students	Displays dis-	Displays	Displays	Displays	In addition	-Move about roo
MOCIATOR BENGGESCE	interest in		enthuciam through voice modulation,		to previous	-Do not alt at
		as referenced		through varied voice	two indica-	desk
	lifeless body	B.	pleasant facial	levels,	playe a high	-Modulate voice
	movement, dead-	1	expression, and		energy level.	
•	pan, facial	at desk.	movement around	sevements and		-Smile
	expression, and		room.	gestures,		-Make eye
	sitting at desk			agreeable and		Contact
	most of the time			responsive		-Other
				facial		
				expressions,		
				eye contact,		
				and sovement		
				around room.		
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Evaluation Oriteria	:1	i = .	Stendard	(+)	(++)	Improvement Pla
		С				
					 	
H. Effectively	The teacher pro-	i "	The teacher effec-	The teacher	In addition.	-Heke methode o
monitors student	:Vides only	teacher monitors	1 '	continually	the student	evaluation
progress	:	student progress	student progress,	nees abbio-	evaluation is	
	ing of student	the evaluation	through a clear	priate eval-	used to im-	poseful
	progress and	method is not	and purposeful	uation to	prove instru-	-Insure student
	inadequate feed-	back is not	method of evalu-	determine	ction by de-	understanding
	Deck.	timely nor	ation, maintains a record of in-	erees of	termining	of course
		adequate.		•	overall strengths and	Objectives
			and gives the	ì		
	İ		student timely and	as to plan	wasknesses of	
			adequate feed-	and remedi-	the lesson and teaching	skills in sub-
			back.	ation. Timely	i	ject area, not
		!		feedback is		just acquisi- tion of facts
				provided so		-Use variety of
				that students		evaluation
				are evere at		techniques;
				all times of		class discus-
				their level		sion, homework
				of progress.		assignments,
						subjective and
						objective test
	1					special pro-
						jects, etc.
						-Return test
						results and
						other graded
						materials -
				İ	,	promptly to in
				1		sure timely
				į		feedback
						-Plan adequate)
]					for reteaching
				ļ		when students
•	1					fail to acquir
					1	skills
				-		-Accept respon-
			ļ			sibility for
						student learn
	-				_	ing
						-Other
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TEACHER/COORDINATOR/DIRECTOR

III. Classroom Management

Evaluation Criteria	()	(-)	Standard	(-)	(++)	Improvement F.a
				C		4
. Communicates expec-	Makes no effort	In inconsistent	Communicates and	In addition,	.In addition.	-learn and api
tations for student	to inform	in presenting to	implements school	btesepts	reinforces	by school
behavior based on	students of	students and	rules and board	school rules	clear and	rules and sca
established school	school rules	carrying out	policies to	and board	precise	policies
rules and board	and established	established	to the established	policies to	expectations	-Enforce rules
policies	board policies	school rules and	discipline code.	studenta to	for student	and policies
	relating to	board policies		ensure that	behavior	the classroom
·	discipline.	on school		expectations	based on	-Enforce rules
		discipline.	-	for behavior	established	and policies
				and conse-	school rules	outside the
				drevces for	and board	classroom
				misbehavior	policies and	-Exercise con-
				are under-	is consistent	sistency in
		-		stood.	with enforce-	enforcing rul
					ment of	and policies
	•				stated rules	-Discuss schoo
					and regula-	rules and boa
					tions and	policies with
					demonstrates	students
					the value of	-Define and
					constructive	clarify expta
					praise.	tions with
	:					students
						-Other
			_			
	Ц	↓				
. Provides an orderly	Feils to keep	Meintaine a	Meinteine a stimu-	Crestively	In addition,	-Maintain room
and attractive	classroom in	functional	lating learning	maintaine a	utilizes bul-	free of clutte
learning environ-	ressonable order	classroom en-	environment and	stimulating	letin board	-Use bulletin
ment		vironment but	claseroom .s well-	learning	displays and	boards as
		little stimu-	organized and	environment	other visual	visual teach:
		lation is in	erranged so that	and keeps	tools to en-	tool
	•	evidence.	physical arrange-	room physi-	hence the	-Make room
;	!		ments will cause	cally ar-	learning	attractive
		ļ	as few problems	ranged to	environment.	-Provide attra
			as possible.	permit easy	1	tive and
				transition		relevant dis-
		}		from one	•	plays
				activity to		-Other
		!		another		
		1	1	without dis-		
				ruption.		
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	1EACHER/COORD	INATOR/DIRECTOR	III. Classroom Han	accepant.		G.12
Evaluation Criteria	(++)	{-}	Standard	(+)	(++)	Improvement Plan
C. Monitors students before/during class or changes of class	i	Is not in class- room as students arrive, but rushes in as bell rings/or at appointed time, and sometimes leaves class unattended.	classroom as students arrive to monitor them and	Not only is present in classroom as students arrive, but established relationship with students by engaging in friendly and appropriate conversation with students before class; running in classroom throughout class pariod.	In addition to two pre- vious indi- cators, has an estab- lished formal signal to start class to which students respond posi- tively.	-Use time as students errive to talk with students -%e in classroom on time -Remain in classroom for entire class time -Establish signal to begin class -Other
D. Uses instructional time efficiently	evidence of planning and spends only a small portion of	evidence of pre- paration. Instructional		evuilable so there is no interruption	In addition, activities start prompt- ly and con- timum through out the al- lecated time period for all students.	priate time for activities -Spend more

	TEACHER/COORD	INATOR/DIRECTOR	III. <u>Tiassroom Man</u>	<u>Idement</u>		5.13
Evaluation Criteria	()	· •	Standard	(+)	(++)	Improvement P.ar
	<u>:</u> _		٦			
			-	_		•
E. Keeps students	Does not provide	_	Provides smooth,	Provides	Has estab-	-Keep lesson in
engaged in pro-	appropriate	mition between	orderly and quick	appropriate	lished and	relationship t
ductive activities	learning experi-		transition between	, -	practices the	clads time
	period thereby	ments, but too	iesson components,	1	two previous	-Provide tran-
	leaving students	!	thereby avoiding student down time.	for entire	indicators to	aition between
	to their own	allowed for	den cime.	with transi-	the degree	activities -Improve tran-
	devices.	students, thus		tion between	move into	#1tion
		creating a void	:	components	classroom and	
		and time for	ļ	and an	instructional	
		disruption.		established	period moves	cedures for routine items
	1				in a business	
				routine item	1	-Other
				such as	friendly,	
				collecting	manner with	
				papers, etc		
				so that	teacher	
				students are	direction or	
				engaged in	reprisands.	
				positive	10011201100.	
			į	activities	i	
				the total		
				class period.		
				, , , , , , , , , , , , , , , , , , , ,	İ	
			_			
. Monitors student			jU			
behavior in class-	Does not cir-	Works at deak	Circulated to	Not only	Circulates	-Move around
roca	culate to	when students do		circulates,	and monitors	Classicon
	monitor student	seatwork, but	blodiese Frild	but follows a	i .	-Give assistance
	progress: sits/	lets students	seet at (t	pattern to	while giving	while cir-
	works on other	come to teacher		assure	assistance.	
	things when	if they need			reprimends or	culating aroun
	students do	help.		ell students	•	-Provide option
	seatwork.			in class.	individual	for faster
				1	students in	students
					appropriate	-Other
				_	1	-Ocner
					manner and	
					provides	
	1	1	1		options for fast students	
			1	1	1	
					who finish	
					early.	
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Evaluation Criteria	()	(-)	Standard	(-)	{ ++ }	Improvement P.a
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. Maintains effective	Has problems		Responds to disci-	In addition.	In. addition.	-Exercise more
discipline	maintaining	in handling dis-		maintains	anticipates	less control
	control or	cipline problems	promptly with	good discip-	and handles	in the class-
	achieves control	Instruction is	appropriate	line and	problems, and	room
	through inappro-	disrupted often.	action and follows	turns neg-	encourages	-Respond to
	priate methods,		board and school	ative situs-	self-disci-	disruptions
	digregards the	,	discipline	tions into	pline.	promptly
	feelings, ideas	•	policies/guide-	positive		-Work toward
	and concerns of		lines.	learning		developing
				_		
	students.	,		experiences:	,	mutual respec
				also contacts		between
				perents for		pupile and
				assistance.		teacher
						-Make effectiv
						use of praise
						-Be aware of
						what occurs i
						the classroom
						-Stand up or
			•			move about th
			•			
						classroom
						-Other
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TEACHER/COORDINATOR/DIRECTOR IV. Extended Time and Increments

				
Evaluation Criteria	{+}	Stendard	(*)	Improvement Plan
A. Effectively sets goals and objectives for the schools instructional program.	Leaves curriculum up to classroom teachers: does not provide time for curriculum development and coordination.		In addition to standards, develope inservice programs for staff for curriculum development and coordination and implementation.	-Pollow state curriculum guidelines -Implement the scope and sequence plan -Provide time for teachers to coordinate curriculum -Initiate innovations -Encourage teachers to try new things -Maintain a balanced academic plan -Other
B. Effectively monitors classified personnel progress and gives adequate feedback	Does not completely follow board evaluation policy manual infrequently supervises classified personnel.	evaluation policy manual; supervises	Dose more in evaluation than mandated by board policy; continually super- vises personnel.	-Complete evaluation documents -Submit evaluations on time -Supervises classified personnel -Keep records to document -Other
C. Effectively eets standards of behavior for students end holds students accountable	cerning student	Follows board policies concerning student discipline; works with teachers to solve discipline problems.	ideas to improve discipline. Works	-Pollow board policies -Pollow check list when recommending expulsion -Assist teachers with discipline -Pollow corporal punish- ment guidelines -Other

Evaluation Criteria	(-)	Standard	<i>!</i> + 1	Improvement Plan
D. Demonstrates knowledge of edministrative techniques through effective utilization of leadership skills	Decision making Has difficulty in making decisions.	Weighs all factors and makes sound, independent judgement.	Ensures involvement of staff in decision making process when appropriate.	-Weigh factors and make decision -Other
	Delegation of authority Reluctant to delegate authority.	Delegates authority to staff members appropriately.	Delegates authority to staff members appropriately. Instills confidence in staff to do duties assigned to them. Gives needed assistance in nonthreatening manner. Pollows up on delegated responsibilities.	-Delegate authority as appropriate -Other
	Availability Prequently not evailable to staff, parents and pupils.	Accessible to staff parents and pupils.		-Re accessible to staff, perents, and pupils -Other
	Semetimes thought to be partial to some people or groups.	Just and fair to students and staff.	Thought by the students and staff to be exceptionally fair and just.	-Be just and fair to all -other
	Displays inconsistent adherence to to expectations.	Sets high expectations for students and staff.	Involves students and staff in setting expectations and supports staff in attainment of expectations.	-Set expectations for students -Set expectations for staff -Be consistent in enforcement of expectations -Support staff -Other

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Evaluation Criteria	[-:	Standard	(+)	Improvement Flan
E. Serves as a role model for colleagues, employees and students	Frequently loses control and/or yells	Demonstrates moder- ation in actions and voice when dealing with people	control and patience when	-Use moderation in actions and voice when dealing with people -Other
	Infrequently presents a neat and appropriately dressed image.	Presents a neat and appropriately dressed image.	Is always dressed in a fashionable manner.	-Present a neat and appropriately dressed image -Other
	Places own school above all others and makes no effort to keep informed or to cooperate with total system.	own school in rela- tionship to needs	Initiates sharing of ideas and materials and cooperative planning between schools in the system.	-Quide schools in relationship to the needs of the total school system -Other
P. Demonstrates effective interpersonal and communication skills with peers, subordinates, perents and students	Acts in a highly structured menner which sometimes shows no concern for well-being of others.	Shows concern for the well-being of others.	Establishes a rela- tionship based upon trust and confidence which recognizes the contributions of others.	-Show concern for well-being -Recognise contributions of others -Involve others in decision- making process -Other
	Use of language contains gras-matical errors and/or does not use language effectively.	Uses language correctly in both written and oral communication.	Demonstrates fluent use of language.	-Consult dictionary for correct spalling -Proof written communication -Use language correctly -Other
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Evaluation Criteria	(-)	Standard	{+}	Improvement Plan
G. Performs professional responsibilities and duties as outlined in job description	Frequently misses work and/or is late does not attend to supervision of extra-curricular activities.	Regularly attends to both curricular and extra-curric- ular activities in a timely manner.	In addition to standard, frequently reports to work early and stays late.	-Arrive at work on time -Work essigned days -Supervise extra-curricular activities -Other
	Occasionally does not heed board policy in execution of assigned duties.	follows board policy in all aspects of job.	Consistently follows board policy in execution of assigned duties.	-Read and follow board policy -Other
	Talks with board sembers prior to superintendent's approval.	Pollows chain of command.	In addition, keeps supervisor informed of situations.	
N. Effectively plans, coordinates, menitors and evaluates the noninstruc- tional program	Displays little skills in developing and executing sound budgeting and fiscal policies and/or does not seet deadlines in fiscal reports.	Prepares annual budget, submits monthly reports. shides by state guidelines for the expendure of the consults staff to the budget for the pendure of the budget for the spend more than budgeted.	In addition to standards displays superior skills in executing the fiscal policies and provides long range plans to use finds more efficiently.	-Prepare annual budget -Submit monthly reports -Abide by guidelines -Consult staff in formulation of budget of curriculum -Do not overspend budget -other
	Restrancy Procedures Neglects to distribute emergency plans and/or conduct drills as required by law or with frequency to assure safety.	Establishes and distributes emergency plans for building and conducts drills as required by law (Fire, tornado evacuation, etc.).	In addition to standard, post emergency plans in conspicuous locations.	-Develop emergency plan -Distribute and poet emergency plans -Conduct drills more frequently -Check fire and safety equipment -Other

Teacher/Coordinator/Director IV. Extended Time and Increments					5.19
Valuation Criteria	(-,	Standard	(*)	Improvement Plan	
Effectively plans, coordinates, monitors and evaluates the noninstructional program	Frequently turns in	which are legible, accurate, and	and in form ready	-Turn in reports which legible, accurate and time	
	are illegible.		for reproduction if necessary.	-Cther	
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